

Policy title	:	Behaviour Policy
Date approved	:	September 2021
Review date*	:	September 2022

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

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Introduction

Our main objective when considering whole school behaviour is to maintain consistency and fairness for all. We do this by expecting all staff to use the strategies detailed in this policy in a consistent way.

At Tollgate, we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively, the environment must be calm and well organised. Therefore we aim for a high standard of behaviour and use a range of strategies to achieve this. It is important that staff are very clear about Tollgate's expectations and these expectations are communicated to all children as routine.

We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and also develop into caring, responsible people.

At Tollgate, we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning;
- Creating the correct ethos is essential to learning. Building relationships founded on trust and cooperation is extremely important and an integral part of school life;
- That all children follow the 5Cs of **care, consideration, commitment, co-operation** and **courtesy**

Every member of staff is responsible for following the School Behaviour Policy. The Inclusion Team is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable.

Aims

Our aims for behaviour management at Tollgate are as follows:

- The children will develop a responsible, self-motivated and co-operative attitude towards their work and also towards their contribution to school life as a whole;
- Pupils will develop an awareness of their responsibility to apply this positive attitude towards their position in society;
- The children will achieve their potential in academic, social and behavioural achievement;
- The children will accept responsibility for their own environment and develop pride in their surroundings

Creating a Positive Environment

Positive relationships are a very important part of school life. Effective behaviour management does not simply just happen - it needs to be worked at. Teachers should take the initiative and set an example by:

- setting high standards
- reinforcing the Tollgate 5Cs
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed
- praise should be used often
- applying rules consistently and fairly – according to children's individual needs
- good behaviour should be rewarded
- good role models should be commended

All Tollgate staff will be positive role models in everything they do by promoting respect of each other's rights.

Values

We have the following values as part of our school culture which are linked to British Values:

- Telling and looking for the truth
- Respecting the rights' of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

Whole School Approaches and Positive Attitude

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and the wider community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

Our Expectations

At the beginning of each school year, whole school expectations, class and playground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year.

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective mastery curriculum that is adapted to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success.

The children are encouraged, with guidance from staff, to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum areas. All staff will use all learning situations to foster positive behaviour and help children develop a sense of value and mutual respect.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc. These issues will have to be dealt with on a one to one basis in partnership with the wider safeguarding team alongside parents and carers.

Self-Esteem

We believe that children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour. All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:

- Encourage children to support their peers' self-esteem
- Send out Marvellous Me messages to inform parents/carers of success at school
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

Encouraging Positive Behaviour

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward. Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The rewards we give are:

- Through non-verbal praise e.g.: - approving look, thumbs up or smile
- Personal verbal praise
- Public praise, in groups, phase assemblies or whole school assembly
- Marvellous Me messages to parent/carer acknowledging good behaviour
- A special prize awarded by the headteacher or deputies during assembly
- Giving responsibility
- Certificates
- Headteacher Sticker
- Informing parents/carers.
- Prominent display of children's work.
- Gift vouchers/book tokens/achievement awards.
- Weekly Star of the Week award
- Citizen of the week
- Child of the Term award
- Positive Behaviour Certificate at the end of each term (that recognises children who follows the values of the 5Cs)
- Extra time on the playground equipment

Within the school there are clear ground rules that relate to the school's expectations. These are regularly reviewed and shared with the staff, children and parents/carers.

All staff and children have agreed:

To show respect for the needs and feelings of other children and adults.

To be kind and considerate to others in the playground and throughout the school.

To show respect for other people's property.

To be encouraged to share and co-operate.

To use appropriate language, both verbal and non-verbal at all times.

To be involved in caring for the school buildings and grounds.

Playground

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and follow the behaviour policy sanctions. All staff must be aware of lunchtime rotas and to be prompt when on duty. A high-visibility jacket should be worn by all members of staff. When a member of staff attends in-service training courses, cover will be provided to ensure the correct pupil to staff ratio. If a member of staff is absent and on duty, please inform **the phase leaders**. If you are on duty and need to leave the playground, please inform the other members of staff to ensure your area is covered. All members of staff must be vigilant and mobile while on duty. Violence in any form is unacceptable at Tollgate Primary School.

Children have a wide range of activities to occupy them at lunchtime and they all have opportunities to play co-operatively with all ages. Older children are encouraged to take responsibility for others and lead by example.

Playground Sanctions

Any sanction put in place by a member of staff must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. If children are unable to follow the school rules and playground expectations the following are options available to staff:

If a child experiences difficulties in the playground, members of staff are readily available across the playground to deal with each situation that occurs timeously.

If a child is sent inside to the Headteacher or deputies, they will have a 'time out' in the dining hall. The incident will be shared with the Phase Leaders/Behaviour Lead. An incident form is completed by the Behaviour Lead and parents will be notified of the incident by the headteacher or deputies.

When children are involved in serious /repeated incidents, they must be reported to the headteacher or deputy headteachers. If the difficulties continue it may be necessary:

To have a formal meeting with parents/carers

To draw up a behaviour management plan

Consider exclusion at lunchtime.

The Toilets

During playtime and lunchtime the toilets will be open for the children to use. Children are expected to use them correctly and keep them clean. The member of staff on duty between KS1 and KS2 will keep an overview of the toilets but all staff must be vigilant. Children should not be going to the toilets in large groups.

Injuries

All injuries need to be recorded in the accident file and an accident note sent with the child back to the class. Parents/carers must be informed of any serious injuries by telephone. Early Years children will need to be accompanied by an adult to go back and tell a member of staff from Early Years about the accident. The Headteacher and deputies must be informed of any serious injuries in a timely manner.

Incidents, Bullying, Racial or Sexual Harassment

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others (repeatedly). It can involve physical, verbal or psychological violence.

Bullying may involve (but are not limited to) name calling, fighting, pushing, cyberbullying, intimidation, stealing or damaging property, making racist, homophobic or sexist comments

If children are involved in incidents either as the child/children who instigated or is the child being offended; staff must inform the Headteacher or deputies. They will speak to the children to investigate the situation. Following an investigation, there may be a formal meeting with parents; where sanctions including developing a behaviour management plan may be discussed.

Extreme behaviours such as physical or verbal abuse, discrimination, bullying will be directed immediately to the headteacher or deputies. The Designated Safeguarding Lead will log these incidents. The headteacher will speak to the children and their parents/carers.

Classroom Behaviour Procedures

Every class teacher will have on display the 5Cs and the classroom rules/class contract. If a child misbehaves in a lesson, assembly or whilst moving around the school building, the teacher will:

1. Issue a calm, quiet verbal warning reminding the child of the positive behaviour we expect.
2. If this does not work the child should be given an additional warning.
3. The third step is to send the child – with appropriate work - to a year group partner. After 5 minutes they will return to class.
4. Should poor behaviour persist, the child will be sent to the phase leader for a timely word. A child will then be sent to the Sanction Room where the behaviour incident will be logged by the relevant member of staff.
5. If the negative behaviour continues the child will be sent to the deputies or a member of SLT. Where required, the parents will be contacted by the headteacher.

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If negative behaviour persists, children spend time on the thinking chair. If this is not sufficient they will visit the phase leader.

Children with Special Educational Needs

All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children. If a member of staff is unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.

Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures. If you need more information or advice about particular children then please refer to **Martin Stanley** or a Learning Support Teacher within the Inclusion team.

Tollgate has 24 children allocated with high-level support needs with 15 having a place within the Resource Provision. As an inclusive school we acknowledge that for many children with SEND, behaviour can sometimes indicate meaning. Children and young people with SEND need a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply with school behaviour policies and education professionals need to be aware of this in managing classroom behaviour. The Learning Support teachers will work together to examine triggers in order to understand individual patterns and mitigate behaviours. The team will work alongside families to ensure for a consistent approach in managing behaviours.

If a child's behaviour escalates and puts him/her, other children or staff at risk of physical harm there are trained staff that can use positive handling strategies to handle the child in a safe way. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Before any physical intervention is used other strategies must be used to try to defuse the situation first and positive handling used only when absolutely necessary. **All incidents** of positive handling are reported to the Inclusion Lead who will share this with the Designated Safeguarding Lead. Parents/Carers must be informed of the incident and informed that a member of staff has had to use physical intervention to ensure the safety of their child and others involved.

The following strategies must be considered to help pre-empt any difficult and violent situations:

- Change the environment
- Alter routines
- Focus on diversion, reassurance and communication
- The use of parents/carers
- Identifying the key behavioural difficulty
- Our understanding of behaviour

Sanction Room:

Any child who has been sent to sanction will have their name recorded in the sanction book along with the reason for having been sanctioned. Sanctions take place at playtime and lunchtime. The sanction book is

analysed by the behaviour lead who will issue a letter home to parents after **three** visits to the sanction room. The headteacher must be made aware of these children.

There may be occasions where the child's behaviour is so unacceptable that they have to be excluded from the school for an agreed period of time. **This decision will be only made by the Headteacher.** Children may be excluded for behaviour that affects the health and safety of other children or staff, or is persistently racist or sexist or undermines staff on a regular basis.

Safeguarding:

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to help and support. Children are given consistent messages to tell and not accept any form of behaviour that may make them feel uncomfortable.

Children are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through PSHE sessions, worry boxes, conversations with trusted adults.

Our two learning mentors supervise the playground on a daily basis and meet regularly with the Behaviour / Safeguarding Lead to express concerns. The learning mentors have an overview of the playground on a daily basis and are able to respond to different situations. Learning Mentors ensure fair and equal access to playground activities and supports children to develop skills, play fair, support each other and enjoy games.

Tollgate School Council involves children in drawing up guidelines and expressing the views of children across the school. Class reps are expected to share information and views about bullying and be proactive in supporting changes.

Teachers:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Parents/Carers:

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community. This ethos is further reinforced through our Tollgate Community Hub whereby we reinforce how school efforts can be supported at home.

Parents are aware of the expectations of the school for all children and the procedures used by Tollgate staff when dealing with challenging behaviour.

Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Monitoring:

The school keeps a log of incidents in the form of a sanction book. More serious concerns are logged in the Incident Book by the deputy headteacher. The deputy headteacher analyses the data on a half termly basis to identify any patterns or trends in pupils' behaviour. The safeguarding team meet weekly to discuss any behavioural patterns of concern.