

Policy title	:	Behaviour Policy
Date approved	:	September 2022
Review date*	:	September 2023

*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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KS2 Phase Leader	:	Kalum Fergus
Inclusion Lead	:	Martin Stanley
Safeguarding Lead	:	Liza Christofides
Learning Mentors	:	Gary Austen & Sue Herbert
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Introduction

Tollgate Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- That children understand and apply the school values of **care, consideration, commitment, co-operation** and **courtesy**

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

The headteacher will be responsible for:

The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

The senior mental health lead will be responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

Collaborating with the governing board, headteacher and the senior mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Aiming to teach all pupils the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

Being responsible and accountable for the progress and development of the pupils in their class.

Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

Adhering to this policy and applying it consistently and fairly.

Supporting pupils in adhering to this policy.

Promoting a supportive and high-quality learning environment.

Modelling high levels of behaviour.

Being aware of the signs of behavioural difficulties.

Setting high expectations for every pupil.

Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Keeping the DSL up-to-date with any changes in behaviour.

As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The DSL will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. The decision to discipline a pupil is will not discriminate on any grounds, e.g. equality, SEND or human rights.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Tollgate Procedure:

- Issuing FIRST verbal reprimand and reminder of the 5Cs
- Issuing SECOND verbal reprimand and reminder of the expected behaviour
- Send child to neighbouring class for 5 minute reflection
- Sanction if behaviour has not improved upon return to class. Phase Leader to be informed.

Where a pupil's misbehaviour is causing *significant* disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the deputy headteacher
- A deputy headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the deputy headteacher deems the incident to be unacceptable behaviour, they will record the incident in the Incident Book.(kept in DHT office)
- The Headteacher or deputy will inform the pupil's parents on the same day, and if necessary, invite them to discuss the incident.

Following further incidents of unacceptable behaviour, the headteacher will consider whether an exclusion is necessary.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Effective classroom management

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will create a display which highlights the Tollgate 5Cs.

Encouraging Positive Behaviour

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

The rewards we give are:

- Headteacher Award
- Marvellous Me messages to parent/carer acknowledging good behaviour
- A special prize awarded by the headteacher or deputies during assembly
- Giving responsibility
- Certificates
- Behaviour Ambassadors
- Informing parents/carers.
- Prominent display of children's work.
- 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 5Cs)
- Extra time on the playground equipment

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

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.

When children are involved in serious /repeated incidents, they must be reported to the headteacher or deputy headteachers.

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.

1. 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.

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 phase leaders who will notify the headteacher of **three** visits to the sanction room.

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.

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 and Analysis:

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.