



Whaley Thorns Primary School
Part of the TEAM Education Trust

Behaviour Statement 2023-2024

Whaley Thorns Primary School

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List of Associated Policies:	Trust Behaviour Policy

Version History

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1. General Principle

Good behaviour and discipline is essential if the general aims of the school are to be achieved and effective teaching and learning is to take place. Also good behaviour and discipline will help ensure that:

- There is a safe, welcoming, caring and happy working environment which is to enable all children to achieve their full potential.
- Children respect themselves, others and their surroundings.
- Children are happy and socially integrated individuals.
- There are good relationships between pupils and also pupils and staff.
- Good relationships developed with the community.
- Children realise the importance of self discipline.
- Children have an understanding of honesty, fairness and politeness.

Good behaviour is not automatically learned but needs to be taught and supported by parents.

A school is a community and any approach for managing children with behavioural challenges is ground in consistency and partnerships.

The approach we have adopted is called the Positive Behaviour Plan. This Policy is based on the principle that children are positively rewarded for following the rules and have a set of clear, swift consequences if they break them.

The aim of this statement, in conjunction with the TEAM Education Trust Behaviour Policy, is to assist the school to have high standards of behaviour at all times. If this is to be achieved this policy needs to:

- Involve pupils, parents, staff and governors.
- Be clear, simple and easily understood.
- Be consistent in behavioural expectations.
- Have an emphasis on positive behaviour.
- Have a balance of sanctions and rewards.
- Encourage children to conform to the school's expectations
- Be consistently applied.
- Help the school manage pupil's behaviour effectively.
- Encourage a whole school approach to behaviour and discipline.

2. The Role of the Governing Body

The governing body has responsibility for agreeing and establishing the principles of the school's behaviour statement and implementing the TEAM Education Trust Behaviour Policy. They also have a duty to ensure that the school follows the TEAM Education Trust policy and this Statement to promote good behaviour and discipline amongst pupils. Governing bodies should consult with and support staff to maintain high standards of behaviour and discipline.

3. The Role of the Principal

The Principal is responsible for securing discipline on a day-to-day basis and for developing school rules and codes of conduct aimed at; promoting self discipline, having a regard for authority, encouraging good behaviour and respect for others. The Principal has to inform parents, staff and pupils of the discipline policy and bring it to their attention at least once a year. It is also the Principal's responsibility to:

- Determine, through consultation, what is acceptable behaviour.
- Ensure that standards are consistently and fairly applied.
- Regulate pupils' conduct.
- Ensure that pupils conduct is acceptable.

4. The Role of Teaching and Non-Teaching Staff

All staff have responsibility for consistently implementing the behaviour policy and this statement, supporting the schools expectations and carrying out agreed procedures. If this is achieved then pupils are more likely to make informed decisions about the ways they behave and do so in a positive way. However disruptive behaviour will sometimes occur, when it does staff will need to follow the school behaviour statement triangle system and make their own judgements to the severity of the consequence. They should also know the range of options available to them, which should be carried out fairly and consistently.

All staff should:

- All staff/employees must use the plan consistently
- No staff/employee can introduce different rules, rewards or sanctions
- The plan applies to all children. Reasonable adjustments may be made for children who have serious emotional or behavioural difficulties by negotiation with all key stakeholders and additional support systems put in place
- There must be a balance of rewards and consequences

5. The Role of Parents/Carers

Parental co-operation and support is vital if the school is to be successful in promoting good behaviour. Parents/carers need to be aware of the behaviour policy and statement and know when they will be directly involved, so that they take part and agree any plan of action. This includes incidents of good behaviour.

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Principal. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- Bad language
- Bullying threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

6. Special Education Needs

All children may require some additional support with regard to managing their behaviour choices at school and may require additional support. Some children may have Special Educational Needs provision and interventions that support individual behaviour choices. Some of these interventions or strategies may include self-regulation practice when feeling over stimulated, anxious or at a crisis point. The school has a system in place to identify, assess and make effective provision for meeting the needs of pupils with behavioural challenges. This is likely to involve both school, trust and outside agencies such as; Educational Psychologist, Educational Social Worker, Family Support Worker and Behavioural Support Services.

7. Rewards and Sanctions

The school has an emphasis on positive behaviour and encourages the use of praise and rewards without any loss of high expectations. However there needs to be a balance between rewards and sanctions.

The Engagement and Behaviour Policy consists of 3 main elements: Rules, Rewards and Strategies to support behaviour.

Rules

1. Follow instructions
2. Keep hands, feet and objects to yourself
3. Praise, no put downs
4. Work calmly, stay on task
5. Be a good listener

At the start of every year, children work with their class teacher to also create 5 class rules that are pertinent to them. These are displayed in class and also shared with parents via Dojo.

Rewards

These are given to children and classes if they choose to behave well and follow the rules:

1. Praise
2. Dojo class points
3. Special privileges
4. Cash Dojo shop
5. Sharing work with Senior Leaders and the Principal
6. Dojo messages home

The Dojo Behaviour System:

All children have a Dojo monster. Children are rewarded Dojo points for a range of good work and positive behaviour. Staff can give up to 5 Dojos at a time dependent on behaviour.

Parents and carers are invited to download the Dojo app and view their child's progress along with the work they have done in class and across school.

Our Class Dojo system is linked to our school Dojo shop. Over the weeks, children can earn Dojos for positive behaviours. The amount of Dojos they collect each week is equal to the

amount of currency they earn.

At the end of each term, children may choose to either save or spend their Dojos in the school shop.

If children choose to spend their Dojos these will be deducted from their 'bank' and they will continue to save.

Consequences

School operates an orange and red triangle system. Orange and red triangles will be displayed on class display boards on the front whiteboard.

These are given to children who break the rules. Children are given warnings with a clear explanation of the teacher's expectations. Staff will then attempt to divert attention in the form of "proximity praise" of others who are displaying appropriate behaviour.

- If this persists, the child's initials will be written onto the orange triangle. This will remain here all day as a reminder a child has had a warning.
- If the child persists again or displays other poor behaviour choices, whilst on the orange triangle, their name will be moved to the red triangle.
- Any child moved onto the red triangle will receive 5 minutes consequence and will be kept inside at the next playtime or lunchtime to reflect on their choices. This consequence must be immediate and at the very next break in learning but in the child's own time.
- Immediately after a child's consequence has been served, their name must be wiped off the red triangle to mark a fresh start.
- Any child receiving a red triangle consequence must have their behaviour logged on CPOMS to capture the chronology. Their behaviour must also be reported to parents by class teachers.
- Leaders will monitor incidents carefully and track patterns so that professional conversations can take place to support behavioural improvement.

Children go straight to the red triangle for the following behaviour:

- Leaving the classroom without permission
- Fighting in the playground/around school
- Deliberate serious injury to another child
- Serious defiance of another adult
- Racism or homophobia
- Bullying type behaviour
- Bringing dangerous implements into school and threatening to use them
- Spitting of any sort
- Inappropriate or offensive language

Midday Supervisors will report incidents of behaviour to the class teacher after lunch informing them if the triangles have been used. MDSAs are responsible for implementing triangle sanctions and logging incidents that happen at lunchtime.

Class teachers will enter all incidents of red behaviour onto CPOMS and school behaviour tracker on the same day as the incident (and have received training in order to do this).

School Leaders will monitor behaviour as part of their weekly routine and will follow up trends

and patterns with specific children and year groups as appropriate. Individual behaviour plans will be written in conjunction with parents in order to improve behaviour and avoid further escalation.

In some cases where a child has entered on to the red triangle for their behaviour choices internal relocation of that child may be used. This option is at the at the discretion of the Principal or Vice Principal and would require the child to work in another class group, a quiet space or the Principal's office if appropriate. The aim of this intervention is to support the following:

- Reflection
- Rest from stimulus affecting behaviour choice
- Reinforcing consequences of negative behaviour choice

Severe Behaviour (Leading to suspension)

In the cases where pupils have displayed severe behaviour this incident will be reviewed and a suspension may be awarded if the Principal feels this is only sanction applicable. Possible behaviours leading to suspension:

- Health and Safety issues – risk of harm to self or others
- Fighting in class
- Deliberate serious injury to another child and refusing to stop fighting when instructed to do so
- Leaving the premises without permission
- Deliberate physical abuse of staff. Serious verbal abuse of staff
- Deliberate serious damage to school property
- Repeated bullying
- Bringing dangerous implements into school and threatening to use them

8. Monitoring Behaviour

The monitoring of behaviour on a day to day basis is the prime responsibility of class teachers in consultation with other staff, teaching and non-teaching, and when necessary with the Special Needs Co-ordinator. The Principal and Vice Principal have responsibility for monitoring persistent negative and challenging behaviour and also serious incidents. Each teacher must record any classroom incidents on CPOMS, and these reports are monitored daily by the Senior Team. There may also be occasions when the behaviour of individual children needs to be monitored closely through use of report sheets. Such reports will involve class teachers, pupils, parents and the Principal or Vice Principal.

9. Bullying (See specific policy)

Bullying is defined as premeditated aggression which continues over time and generally forms a pattern of behaviour. At Whaley Thorns Primary School bullying will not be tolerated and all staff must act firmly against it.

Children experiencing bullying should be encouraged to report any incidents and the school should co-operate fully to ensure that all incidents are reported and acted upon. There are many ways in which reporting incidents can take place; it will be up to the individual pupil, in consultation with parents and staff, to choose a method for reporting bullying. This policy is available to parents on the school website.