

TANKERSLEY C of E (A) PRIMARY SCHOOL

BEHAVIOUR POLICY & PROMOTING GOOD ATTITUDES TO LEARNING POLICY



***“To develop a love of learning in a
Christian environment”***

Aims and Expectations

At Tankersley school our expectations in our behaviour policy are closely linked to our school mission statement '*A love of learning developed in a Christian environment*' and our school aims and curriculum drivers which are :

Aiming high and self belief

Enterprise and Enquiry

Community spirit

Respect

We endeavour:

- **to promote outstanding standards in behaviour at our school**
- **to model outstanding behaviour for our pupils**
- **to provide clear guidance about these standards and their implementation to pupils and parents (as well as other stakeholders)**
- **to demonstrate Christian attributes towards others**

Our behaviour policy supports our school community at Tankersley to allow everyone to work together in an effective and considerate way. We treat all of our children fairly and endeavour to apply this behaviour policy in a consistent way. It is of paramount importance to our staff to help children to learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. As a Christian school we believe in reconciliation and forgiveness and promote this where possible. We encourage our pupils to demonstrate Christian attributes towards others such as Kindness, Goodness, Self-Control, Patience and Gentleness. These are rewarded with coloured beads and the pupil put the beads in jars in the hall if they receive them.

Our behaviour systems are also strongly linked to effective classroom organisation, planning and quality of lessons including the implementation of desired learning behaviours and collaboration.

If the individual and learning needs of children are met, incidents of challenging behaviour can be kept to a minimum. We believe that a major determinant of good behaviour is the quality of the relationship between staff and children and upholding a positive ethos in the school.

NOTE: Please see Anti bullying policy which is also linked to this policy.

Management Strategies for all staff working with pupils at Tankersley

The rewards and sanctions as outlined below are agreed whole school systems to support behaviour management in school. All staff and classes will follow these systems.

(Note - In addition, each class may have its own special class systems to support a positive behaviour and learning behaviours which have been developed by the children and teacher e.g raffle tickets / stickers / marbles in the jar)

WHOLE SCHOOL REWARD SYSTEMS:

If children behave well and follow the rules, they can expect:

- Team points given in child's house colour linked to famous sporting star – Red, Green, Yellow, Blue
- Christian attribute beads – linked to our Christian ethos
- Sparkle and shine certificates – Given out in Friday Sparkle and Shine collective worship
- Participation in Friday afternoon Enterprise time groups
- Postcards home / Special phone calls home
- Visit the Head – Receive a Headteachers wrist bands/ special sticker

TRAFFIC LIGHTS - Each class has a large traffic light displayed in class. All children start the day with their name on the green and should stay on green all day. If a child does not follow the class rules then they may move to amber and then red (see flow chart and sanctions below.) On occasion, children who are moved to red will have this recorded in their behaviour book and a red text sent home

CHRISTIAN ATTRIBUTE BEADS – As a Christian school we promote Christian values as part of our behaviour and encourage pupils to demonstrate the following 5 Christian values – Kindness, Goodness, Self-control, patience and gentleness.

TEAM POINTS – Pupils are awarded team points in their house colour (which is linked to a famous local sporting star.) These may be given for good learning and behaviours as well as other positive outcomes as decided by the adults in school. At the end of each week team points are collected from each class and totalled. The winning colour team is then announced in Sparkle and Shine assembly on Friday afternoon. The children who are in the winning coloured team are given the extra reward of 5 minutes extra playtime each Monday.

Enterprise Time:

Enterprise Time takes place during Friday afternoon to reward children for keeping our School Aims. We aim to promote to children that "behaviour is their choice." Each child should take part in the full Enterprise Time session if they have followed the school aims and class rules and have NOT been moved onto red received any red writing (See sanctions below) All children who follow these each term will receive a special reward certificate. These will be presented in assembly and sent home to parents.

Sanctions at Tankersley school:

Class traffic light system:

Each class has a large traffic light – Green, Amber, Red displayed in the classroom. Children will always begin the day with their name on the Green circle of the traffic light and if a rule is broken or the child's behaviour is poor the teacher and/or adult in charge will move the child through the traffic light. (Examples of poor behaviour may include all those linked to disturbing the learning as well as incidents at playtime such as pushing hitting, fighting, name calling, being unkind to others, lying, being in the wrong place etc which may occur at break times.)

Enterprise time deducted should be in line with the flowchart guidelines.

Red writing should be recorded in the back of the behaviour book and signed by the adult giving the sanction

Please see the flow chart below which explains the steps of the sanctions clearly. **For fairness it is really important that all adults follow the flow chart when issuing sanctions so that there are not discrepancies between how incidents of poor behaviour are dealt with.** For serious incidents a member of the senior leadership team should be informed.

Actions to be taken if a pupil's behaviour is extreme or moves beyond the normal school system:

On the rare occasion that a child continues to break school aims or class rules or shows disregard for the agreed behaviour systems and has been moved onto the red traffic light 3 times in a half term (As in the flow chart) it will be appropriate for the adult in charge to follow the steps below:

- Discuss the situation with the child making it clear why the child's behaviour is continually unacceptable and that failure to comply with the school system is serious.
- After 3 texts a member of staff in school (usually the class teacher) will telephone the child's parents and talk to them about their child's behaviour and improvements to be made
- After 6 texts letter will be sent to the child's parents/guardians informing them of the continuing situation and asking them to come into school for a meeting to discuss the matter with the headteacher and classteacher with a view to managing the behaviour in school.
- Targets will be set with regard to improving the child's behaviour and arrangements made to report back to the parents on a daily basis (e.g through a WEEKLY REPORT CARD.) This will be reviewed at the end of each week and if the child has improved they can move back into the normal school behaviour system
- If a child then continues to be put on red within the same half term they will have to go straight back on to the report card

If the measures outlined above do not resolve the problem and it is considered by the headteacher that the child's behaviour is continually having a disruptive effect on the education and learning of other children, or affecting the safety of themselves or others, then the following steps take effect by the headteacher:

- The child will be suspended from school for a fixed period.
- This procedure will be repeated if, on returning to school, the child continues to be disruptive or threaten the safety of others.
- The headteacher will seek advice from the LA and external agencies.
- If the child has been excluded from school on two different occasions within the same half term and continues to be disruptive or a threat to the safety of others, he/she will be excluded for a period of ten school days on the third occasion.
- Arrangements will be made for the child to receive and complete work prepared by the school during the period of exclusion.
- If on returning to school, the child continues to be disruptive or threaten the safety of others, he/she will be excluded for a period of fifteen school days.
- Arrangements will be made, yet again, for the child to receive and complete work prepared by the school during this period.
- An emergency meeting of the school governors will be called immediately to make a decision as to whether or not the child should be re-instated.
- Should governors decide to re-instate the child, a conference involving all parties, including representatives of the LEA support services, will take place to devise a clear plan for the re-integration of the child following the period of exclusion.
- If on returning to school the child continues to be disruptive or threaten the safety of others then he/she will be permanently excluded from the school. Parents can appeal any exclusions through the LA appeals policy.
- The headteacher will inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.
- The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider any

representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. If the governors uphold the exclusion, the exclusion procedure will be followed.

Pupils with Special Educational Needs and Disabilities and vulnerable pupils:

Tankersley St Peter's CE (A) Primary School embraces the policy of inclusion. Where pupils have special educational needs, sanctions and rewards may need to be modified accordingly for the individual concerned. This would be done in consultation with the Headteacher, SENCO and class teacher. For children who are on the SEND register for emotional and/or behavioural reasons or other reasons connected with their needs the school will employ a differentiated or adapted behaviour policy only where necessary. It is the responsibility of all adults in school to be aware of the individual needs of SEND children with emotional and/or behavioural difficulties and to know, and carry out, the differentiated behaviour strategies employed for these pupils. Staff will be trained where necessary in areas such as Team teach for handling pupils safely and in specialised areas linked to behaviour, for example with pupils with Autism. The school will strive to ensure that all pupils with more significant behavioural issues are included where possible and that their access to learning is not compromised. The class teacher will liaise with the Inclusion manager/SENCO where appropriate. In turn the SENCO will liaise with external agencies, as necessary, to support and guide the progress of each child.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher has the responsibility for giving fixed-term suspensions and exclusions. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. **All incidents of a serious nature will be reported to the headteacher and recorded in the school incidents file including serious incidents of bullying – Physical, Verbal, Racial, Homophobic and bullying on the internet/social media.** The headteacher will take overall responsibility to ensure this is implemented and that staff record serious incidents using the school forms and procedures.

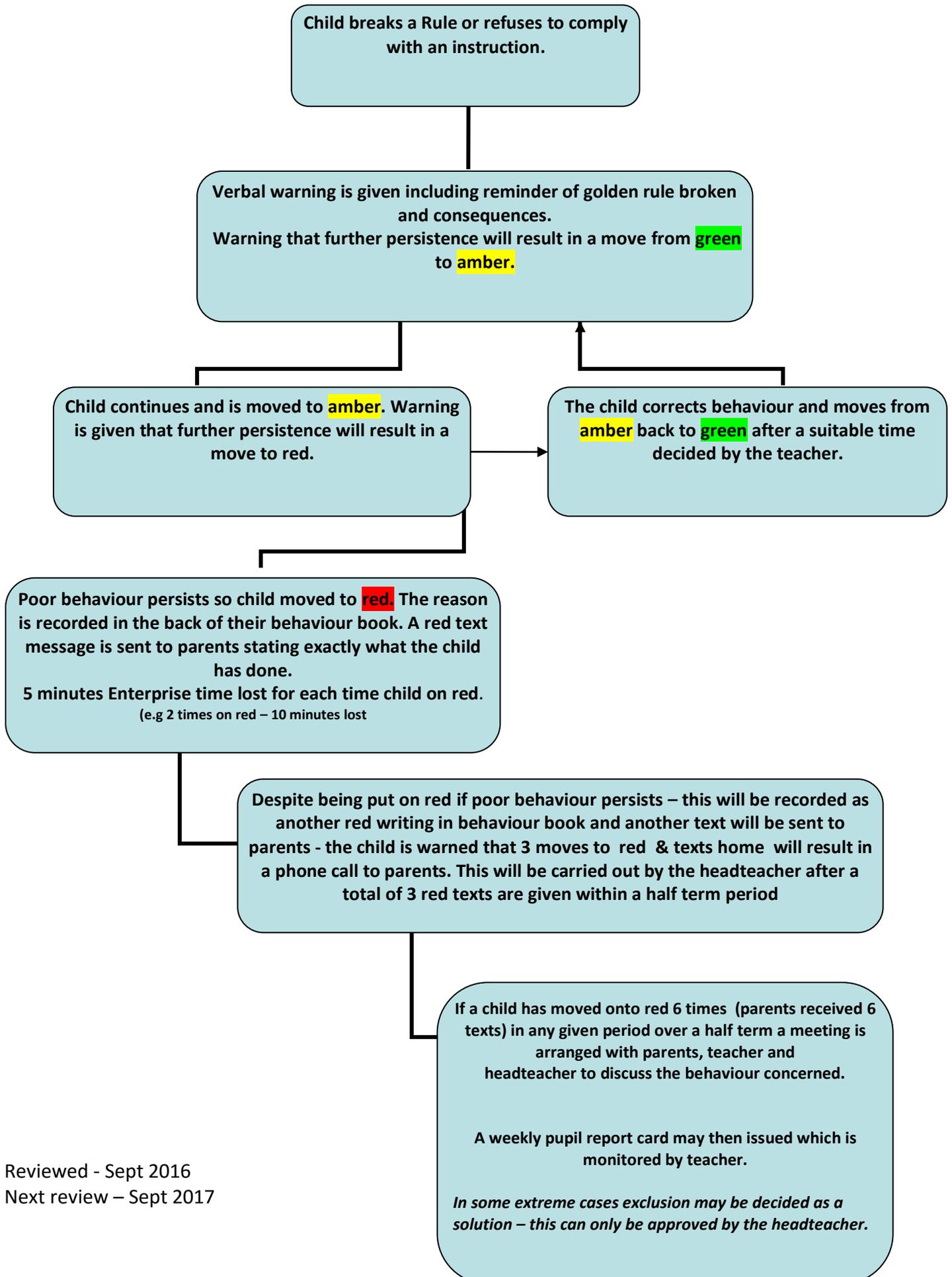
The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the Behaviour systems annually in the school academic year pack and we expect parents to read these and support them. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher if it is felt necessary.

The role of governors

The governing body has the responsibility for these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

BEHAVIOUR FLOWCHART



Reviewed - Sept 2016
Next review – Sept 2017

