

TANKERSLEY C of E (A) PRIMARY SCHOOL

BEHAVIOUR POLICY



***“Guide me in your truth and teach me, for you are God my saviour
and my hope is in you all day long”***

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2023
Next review September 2024

Aims and Expectations

At Tankersley school our expectations in our behaviour policy are linked to our school mission statement ***“Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long”***

and our school aims which are:

- *Aiming high and self-belief*
- *Enterprise and Enquiry*
- *Community spirit*
- *Respect*

We endeavour:

- to model outstanding behaviour for our pupils
- to expect outstanding standards in behaviour at our school
- to show respect for others as part of our school aims
- to demonstrate Christian attributes towards others (giving of Christian attribute beads)
- to provide clear guidance about these standards and their implementation to pupils and parents as well as other stakeholders

Our behaviour policy helps our school community at Tankersley St Peter’s to work together in an effective and considerate way. We treat all of our children fairly and 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 family, 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 the attribute beads and the pupil put the beads in special class tubs in the class prayer corners. The worship council take these to the hall fortnightly and the beads are put into the large jars on the alter table.

If the individual and learning needs of children are met, incidents of challenging behaviour are 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.**

Our behaviour systems are strongly linked to effective learning in the classroom so good learning behaviours are encouraged through collaborative strategies (e.g. Kagan structures such as *Think Pair Share* and *Rally Robin*).

NOTE: Please see other linked policy:

Anti-bullying policy

Equality Policy

Safeguarding policies

Curriculum and teaching & learning policy

Behaviour curriculum – for specific information

Implementing the policy - 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:

- Class points
- Christian attribute beads – linked to our Christian ethos
- Verbal praise
- Sparkle and shine certificates – Given out in Friday Sparkle and Shine collective worship
- Visit the Head – Receive a Headteachers wrist bands/ special sticker

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.

CLASS POINTS – Pupils are awarded points for their class. These may be given for good learning and learning behaviours as well as other positive outcomes as decided by the adults in school. At the end of each week class 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 in that class then get to sit on the benches on the Friday.

BEHAVIOUR CERTIFICATES - will receive a special reward certificate at the end of the term if they have not been on the red traffic light. These are presented in assembly and sent home to parents.

Learning behaviours

The school promotes good behaviours for learning in the classroom. These are outlined in



At Tankersley St Peter's we encourage children to demonstrate good learning behaviours in the classroom.

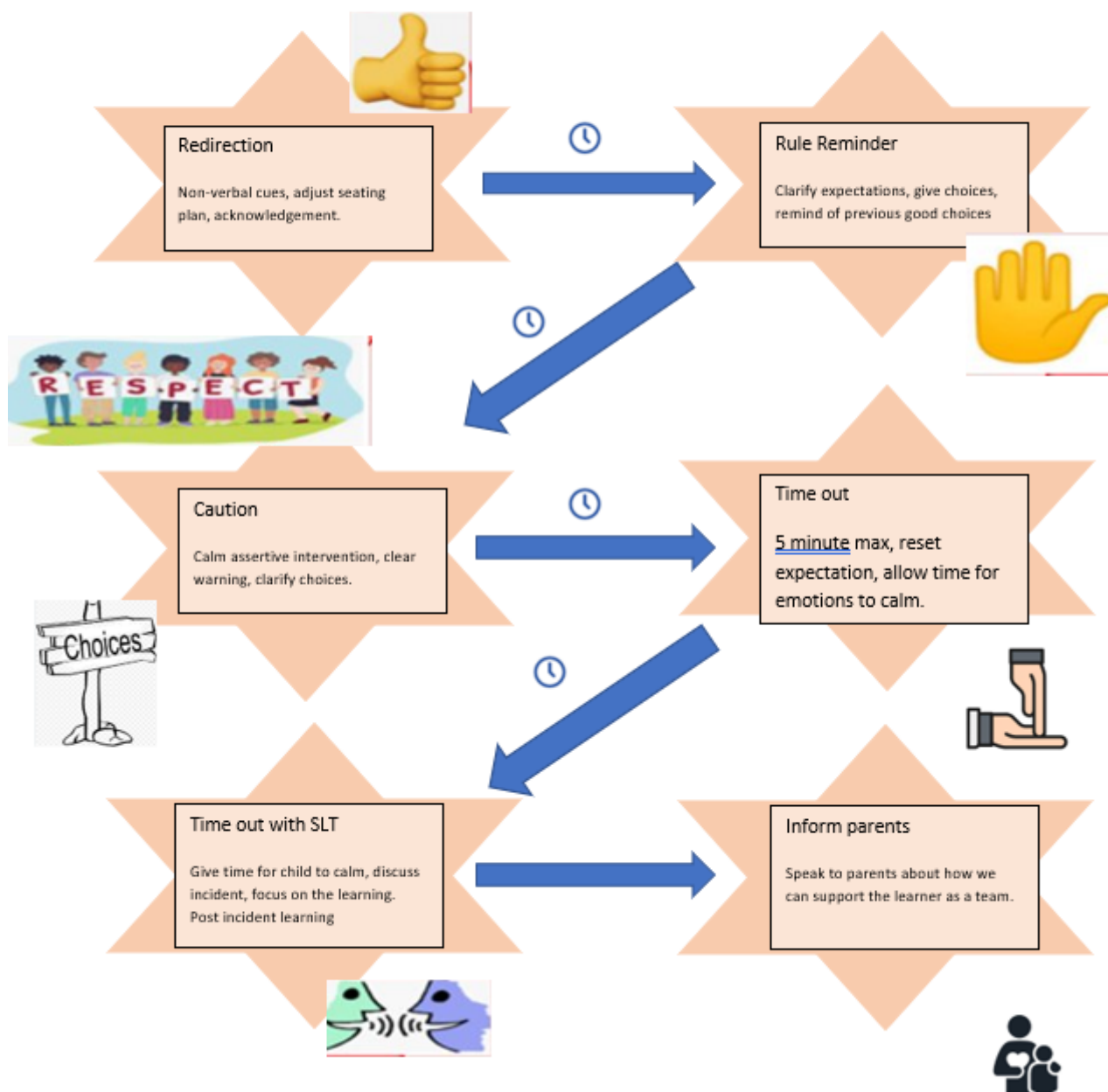
Our Main Principals

Know that there are 3 behaviour principles in school that we will always maintain.

- Be respectful
- Be responsible
- Be ready to learn (see learning behaviours poster)

Be Respectful	Be responsible	Be ready to learn
Say please and thank you. Hold doors open for adults. Talk kindly to other pupils.	Complete homework on time. Remember to bring equipment to school. Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry,	Sitting still Listening carefully to the teacher. Working hard on tasks given. Being in the right place at the right time.

LEARNING BEHAVIOURS AT TANKERSLEY



Actions to be taken if a pupil's behaviour is extreme or moves beyond the learning behaviours

CPOMS Logging of incidents - Staff will use CPOMS to log any behaviour which is extreme and also behaviour that requires careful monitoring. This may be where children and/ or adults are at risk from

harm and may include peer on peer abuse or other harmful behaviours. It will also be used for ongoing incidents where bullying may be occurring or a persistent issue with one or more pupils

Incidents are completed by the member of staff who has dealt with the incident initially and these will be passed via the CPOMS system automatically to the school safeguarding leads via CPOMS so further action can be implemented. **As well as being logged, serious incidents must be reported verbally to SLT and/or safeguarding lead so actions can be addressed immediately.**

For a very serious one-off incident, it may be that the child is suspended. This decision should always be taken by the headteacher / child protection lead (and in absence of the headteacher – the CP deputy leads in school)

If the child's behaviour is continually having a disruptive effect and /or is affecting the safety of themselves or others, then the following procedure will be affected by the headteacher:

- The child will receive a fixed term exclusion from school for a period of one day
- This procedure will be repeated if, on returning to school, the child continues to be disruptive or threaten the safety of others.
- 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 5 school days on the third occasion.
- 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 10 school days.
- Following one day of fixed term exclusion, the headteacher will then seek advice from the LA and external agencies. The LA exclusion policy will take effect.
- Arrangements will be made for the child to receive and complete work prepared by the school during periods of fixed term exclusion.
- In any prolonged period of exclusion, emergency meeting of the school governors will be called immediately to decide 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 LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.
- The governing body will form a discipline committee as required. This committee will consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider any representation by parents and the LA, 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 is done through 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 SENCO in consultation with the headteacher, may 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. The SENCO will liaise with external agencies, as necessary, to support the child.

Positive handling/ Team Teach

Staff will be trained in areas such as Team-teach for handling pupils safely and in specialised areas of need linked to behaviour. (e.g. Attachment issues.) Please see the school's Positive Handling policy for more information. 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 role of the headteacher

It is the responsibility of the headteacher to implement this school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The headteacher and governors have the responsibility for implementing suspensions and exclusions. The headteacher will also report back to the LA on serious whole school incidents of behaviour/bullying via the LA safeguarding audit.

The role of parents and carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. This Behaviour policy is available on the school website along with linked policies. These are updated annually to ensure that they remain accurate. We explain our Behaviour systems to new parents in school induction processes including the home school agreement 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 supporting the headteacher in implementing policy on behaviour in school and for reviewing its effectiveness. The headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the headteacher in reviewing and contributing to policy. Governors also support in implementing aspects of the policy such as suspension and exclusion. Governors also support the headteacher if a panel is needed for example if a complaint arises as part of the school complaints policy.

Post Incident Learning



Pupil: _____ Class: _____ Date: _____

What happened? (write or draw) – use extra paper or the back of this sheet.

Was this safe? Was it fair?

Did it lead to good feelings?

How did you feel now? (write or draw)

Angry	Frustrated
Excited	Cross
Tired	Shy
Sad	Bored
Upset	Hungry
Thirsty	

LEARN:

What could you do next time you feel.....?
(write or draw)

Is this safe? Is it fair?
Will this lead to good feelings?

Walk away	Tell an adult
Say stop	Ignore
Take deep breaths	Think happy thoughts
Count to 10	

What should happen now?

Catch up work	Say sorry
Apology note	Tidy up
Miss a playtime	Go and work in another class
Red text	