



Behaviour at School Policy

At Templenewsam Halton Primary School



Purpose

The purpose of this behaviour policy is to cultivate a positive, and conducive learning environment that promotes the academic, social, and emotional well-being of all students. This in turn ensures that all our children live our school values of motivated, safe and respectful.

Policy Statement

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Templenewsam Halton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our staff show respect to all children and adults in school which is reciprocated.

Our behaviour policy guides staff to teach self-discipline, promote positive behaviour as well as using restorative practices to correct disruptive behaviour. It echoes our core values with an emphasis on respectful behaviour, consistent routines and a partnership approach to managing poor conduct and interventions that support staff and learners.

Policy Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the Behaviour Policy is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. We expect all staff to present as good role models in our relationships with our children, other adults and each other. This policy aims to help children grow in a safe, secure environment, and to become positive, responsible and increasingly independent members of the school community.

At Templenewsam Halton Primary School we aim to meet our pupils' needs through:

- A culture where excellent behaviour is an expectation for all.
- Helping learners take control over their behaviour and be responsible for the impact of it.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social, emotional aspects of learning.
- Creating a safe environment, that promotes security through consistent routines and clear boundaries.
- Giving children the opportunity to reflect and change their behaviour.
- Acknowledging and addressing any inappropriate behaviours which may arise.

Purpose of the policy

This policy has been designed to provide simple, practical procedures for staff and learners that:

- Positively reinforce behavioural expectations.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.
- To encourage children to reflect, change and improve their behaviour if needed.

Rewarding Positive Behaviour

Rewarding positive behaviour supports children to make the right choices:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents/ carers and peers.
- Consistent rewards are used across the school.
- First attention should always go to good conduct.

Rewards Available

We have developed a suite a rewards available for children here at Templenewsam Halton Primary School to ensure they feel positively towards good behaviour. These rewards include but are not limited to:

- Recognition boards (each have an individual name for their class) – Children are put on the recognition board for positive conduct relating to an objective set by the teacher.
- Thank you – For small everyday positive conduct. Thank you and a smile.
- Praise Pads – For every day above and beyond, Praise Pads are used and sent home with the children.
- Post Card Home – For exceptional conduct a post card home can be written and posted home.
- Behaviour badges and certificates awarded for positive behaviour and conduct.
- Weekly achievement assembly.

Whole School Rules



Our school rules and behaviour system has been created in consultation with all staff, children and parents. The rules are modelled and used by all adults and children in school. Reminders across the school environment back up these rules.

Consistencies

We recognise the need for consistency in approaches to behaviour and strive to create certainty for learners and staff. Consistent routines, language, modelling and reinforcement gives children a clear picture of expectations.

In Class Routines	Around School	SEND
Welcome Teacher to collect/welcome children. Fresh slate – set the tone for the learning. Classroom tidy, set up ready with easily accessible resources.	Walking around school Walk on the left. Walking quietly. Regular pausing to check the line. Line up in alphabetical order.	SEMH needs shared with whole staff All staff aware of behaviour strategies Personalised strategies in place for children Behaviour symbols used for identified children
Now Activities Every minute matters! Relevant activities at the start of all transitions into the classroom Targeted questions	Shared areas All bags and coats hung up. Kept tidy and conducive to learning. Adult to supervise all transition periods. Area kept ready for learning.	Reasonable adjustments in place Word banks Visual timetables Now and next charts etc
First attention to good conduct Proximal praise	Holding doors Expected of all pupils and staff	
Gathering attention Appropriate strategy to gather children's attention; tambourine, clapping etc	Leaving the room Tables at a time, line up or other controlled release. Class monitors in place.	
Instructions Clear and well ordered. Teacher to ensure all the class is listening before instructions. Example strategies to use; children repeating back instructions. Show me five, tell your partner what you have to do. Children will listen without things in their hands.		

Sanctions and Classroom Conduct

When behaviour falls short of the standard expected, the following procedure will be consistently applied to all children in school, regardless of age or year group.

1. Conversation - Speak to the child and remind them of the school rule they are not following.
2. Follow Up - Remind the child of the rule they are not following and what is expected of them (I need to see you...)

3. Short Time Out - Children given a short time out to reflect on their choices. This should be in the classroom where appropriate.
4. Short Reflection Time - Example, 2 to 5 minutes of break time missed. During this time children should reflect on their behaviour.
5. Long Reflection Time - For persistent misconduct or significant breaches of the school rules immediate reflection time should be given. This should be carried out by a senior leader in school. Restorative questions will be asked to encourage the child to reflect on their behaviour choices. This can last as long as required. Parents and Carers will also be notified.

For behaviour deemed beyond the above process or repeated reflection times, the Senior Leadership Team will use their professional judgement to determine an appropriate course of action.

These actions may include:

- Work in an alternative classroom or area of the school for an extended amount of time.
- Working away from the other pupils and supervised by a member of the Senior Leadership Team and / or the Behaviour & Attendance Lead.
- Phone call made to parents/carer to inform.
- Parent called into school for a meeting with a member of the Senior Leadership Team and class teacher where possible.
- Restricted break and lunch times (supervised 1:1 either at normal break times or an alternative time)

Restorative approaches

To help children take responsibility for their behaviour and to understand the impact of their behaviour on others, restorative questions will be used during reflection time. These questions can be seen in Appendix 1.

Personalised Approaches to Learning

Sometimes there may be incidents which are beyond the use of the above behaviour system. Disruptive behaviour may be a response to unmet needs and in such cases an individual and personalised approach will be adopted. These are shared with all staff to ensure consistency of approach including transition. Some children may have Individual Behaviour Plans which will not follow the flow chart above. To ensure that the behavioural needs of all students are met.

When children require a personalised approach, they may require:

- An Individual Pupil Risk Assessment (IPRA) – which will be put in place if a child's behaviours are such that they could foreseeably result in harm, whether that be to the child themselves or others.
- An Individual Behaviour Plan (IBP) – that will be put together with the child and will set out SMART targets, how success will be monitored, rewards and sanctions.

At Templenewsam Halton all staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered because of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education. In these instances, the Head

teacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education.

Examples of when this is appropriate may include:

- At transition points – into or between settings.
- When the child or young person has repeated or prolonged episodes of crisis.
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other students or staff which cannot be reasonably managed within the usual school day.
- When their behaviour causes repeated and significant disruption to the education of other students.

If the Head teacher considers a personalised timetable is appropriate, a clear plan for this should be completed. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review.

The aim of a personalised timetable will always be to support the young person and staff members so that the child can return to full time education as soon as possible. The duration will, however, depend on the needs of the individual.

If a reduced timetable is put in place this will be agreed with the Chair of Governors, Red Kite, parents/carers and SENCO. The context and reasons it will benefit the child will be made clear and how the child will be supported to return to full time education.

Physical restraint (see separate policy and associated appendices)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort following other de-escalation techniques.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents and carers.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will be returned to parents rather than to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) code of practice 2015.

This policy should be read in conjunction with the following statutory policies which are available on the school website:

- Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy
- Use of Reasonable force policy

Out of School behaviour

School have a duty to investigate misbehaviour of its pupils outside school (including notifying the police) when witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at Templenewsam Halton Primary School. In such instances the school's Positive Behaviour Management policy will be adhered to.

School will endeavour to support parents to deal with incidents taking place out of school that may have an impact on positive conduct in school (including online incidents).

Exclusions

All exclusions from Templenewsam Halton will follow the DfE guidance on Exclusion from maintained schools, academies and pupil referral units in England, September 2017 updated. For parent/ carers guide on exclusions then please refer to Annex C – A guide for parents/ carers on page 56.

Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and compliance with legal requirements. Any updates or changes will be communicated to parents, guardians, and staff.

Appendix 1 – Restorative Questions

In Key Stage 2 five should be enough. In Early Years and Key Stage 1, two or three questions is appropriate.

1. What happened? – *Listen without disagreeing.*
2. What were you thinking at the time? – *Give the child a chance to reflect on what they did.*
3. What have you thought since? – *A chance to change attitude or make an apology.*
4. How did this make other people feel? – *A chance for children to show awareness of other people's feelings.*
5. Who has been affected? – *A chance to develop empathy and consider the feelings of other's.*
6. How have other children/people been affected? – *Encourage children to see the impact on others.*
7. What should we do to put things right?
8. How can we do things differently in the future? – *Forward thinking time.*
9. If you could go back and talk to yourself when this was happening what would you say? – *A chance to think rationally about a situation in which they may have acted irrationally.*