

Turves Green Primary School **Behaviour Policy**

At Turves Green Primary School, we acknowledge pupils' behaviour is central to the learning process and is an intrinsic element of our education. As a school we recognise the importance of having clearly stated values and shared beliefs among all staff and pupils which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules and values. All classrooms have their own class charter which are used to reinforce the school rules/ethos.

We recognise the relationship between low levels of emotional literacy and poor behaviour. We therefore strongly believe in promoting positive relationships, self-esteem, self-discipline, resilience and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our pupils learn. We seek to develop emotional intelligence as a key to helping our pupils become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting pupils to make the right choices and to encourage pupils to express their emotions appropriately. Without this crucial work, we believe that poor behavioural choices are a barrier to learning.

Policy Aims

- For every member of the school community to feel valued and respected, and everyone to be treated fairly.
- Provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
- Teach pupils behaviours that are appropriate to different situations.
- Raise awareness amongst pupils of the need to recognise and manage their emotions and reactions.
- Support pupils swiftly, whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

Policy Objectives

- Provide clear expectations for a range of situations that pupils will meet on the school premises and beyond the school grounds.
- Have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- Reinforce good behaviour so that pupils feel good about themselves.
- For all staff to focus on de-escalation and preventative strategies rather than reactive approaches.
- For all staff to know how to manage difficult or dangerous behaviour, and to understand what challenging behaviour might be communicating.
- Prevent bullying.

What the Law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work.

The Head Teacher is responsible for determining the school standards of behaviour and any disciplinary penalties when standards are not met. The behaviour policy is made available to view on the school website and parents are signposted to this when it is reviewed

The Turves Green Primary School Rules

Our school rules are clear and simple and can be applied to all behaviour. The rules focus on three words:

- **Ready** (being in school each day on time, showing excellent listening and learning behaviours);
- **Respectful** (to others, themselves, possessions, equipment and property);
- **Safe** (keeping themselves and others safe).

Staff use the rules to highlight the behaviour they want to see around school. We ask pupils, “Are you ready, are you being respectful, are you being safe?” Our aim is to promote positive attitudes, respect and ownership of behaviour. Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact around school and the way they talk to pupils. There is a high standard of behaviour expected of all pupils at all times.

Guiding Principles

This policy acknowledges the school’s legal duties under the Equality Act 2010, in particular with regards to safeguarding and in respect of pupils with SEND. At Turves Green Primary we:

- make every pupil feel valued from the moment they walk into school;
- ensure that all pupils understand the rules and that these are followed;
- have clear rewards and consequences;
- know pupils as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons;
- treat pupils fairly and enforce rules consistently;
- establish consistent routines with individuals, groups and whole classes and regularly remind pupils of these;
- ensure that all adults working with pupils with SEMH are informed of individual challenges and strategies which lead to success;
- organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement
 2. seating arrangements
 3. access to materials and equipment
 4. noise levels
 5. routines
- plan activities appropriate to the ability, maturity and special educational needs of pupils;
- teach pupils about behaviour skills;
- plan and respond to individual needs to learn behaviour skills and self-regulation;
- provide opportunities for pupils to develop different kinds of relationships with one another;
- allow pupils to express their views and feelings and seek to extend their understanding of relationships through the PD curriculum;

- be consistent and fair when giving rewards and relevant, fair and proportionate when giving out consequences.
- liaise with external agencies, support teachers, midday staff and parents as necessary to support and guide the interests of the pupil.
- ensure that all adults working with pupils are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- use specific praise generously (including positive reinforcement) and early, always ensuring that it has meaning and value.
- catch pupils making good behavioural choices.
- avoid actions that could spoil the effects of praise. Sometimes it may be beneficial not to give a reprimand to a pupil, but to give praise to a pupil nearby who is working well.
- ensure that praise informs by describing the behaviour that is being praising. Non-verbal prompts may also be used to great effect.
- relay favourable remarks from other classes or adults.
- are genuine.
- publicly praise for effort and social acts as well as academic achievement, but where possible give reprimands privately.
- recognise that some praise may be in private for a pupil who has reported a bully, or for a pupil who may become embarrassed.
 - DO NOT shout at pupils unless it is absolutely necessary and do not use sarcasm.
- inform parents of good and poor behavioural choices.
- are mindful that transitions between year groups and phases can impact behavioural choices and we ensure through effective staff communication that these transitions are as smooth as possible.

Positive Behaviour Management Strategies at Turves Green Primary School

It is important to focus on the behavioural choices as unacceptable, rather than the pupil who is responsible. When dealing with incidents, staff differentiate between the behavioural choices and the pupil, and as such a pupil is never called ‘naughty’.

Good management, careful planning and clear whole-school procedures provide a framework for promoting good behaviour, but there does need to be some flexibility to cope with the unpredictable and the unforeseen situation. There can never be a formulaic response, and staff should use their own judgement when dealing with a situation.

Using praise, positive reinforcement and other rewards (such as stars, house points, Governor Award Assemblies, postcards home, Friday celebration assemblies and hot chocolate Friday nominations) effectively can have a powerful effect on a child’s motivation to work better and behave well. Praise should be given publicly – at Turves Green Primary School children who make good choices get attention.

Pupils who have gone over and above the behaviour expectations will be nominated by staff for Hot Chocolate Friday. This will usually be led by the Headteacher, Deputy Headteacher or another senior leadership team member. The selection process for this will take place during the Friday celebration assembly each week.

Friday celebration assemblies celebrate pupils’ achievements in the following areas:

- resilience and perseverance;
- care and compassion.

Consequences for Poor Behaviour Choices

Corporal punishment is illegal in all circumstances.

Where a pupil fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate sanctions that they give and that these are not administered by other staff members. We believe that it is important for a teacher's creditability. These sanctions should be implemented under the following conditions:

- Decided by school staff or a member of staff authorised by the Headteacher;
- Made on school premises or while the pupil is under the charge of a member of staff;
- Ensure that the pupil continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

When poor behaviour is identified, consequences are implemented consistently and using the system below:



Blue Cards

Reminder 1

Reminder 2

You have been given two chances to turn your behaviour around and make the right choice.

First record on a blue card

Miss next playtime or 10 minutes of lunch time play.

Second record on a blue card

Time out in the SEAL with a member of the pastoral team. Home informed.

Third record on a blue card

Time out with member of SLT. Home informed.

| Full name: | | Class: | | Date: |
|------------|-------|-----------------|---------------------------------|----------|
| Lesson: | Time: | Staff initials: | Behaviours seen (list numbers): | Comment: |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| | |
|---------------------------------------|----|
| Discrimination race | 1 |
| Discrimination sexual orientation | 2 |
| Discriminatory behaviour - disability | 3 |
| Sexualised behaviour | 4 |
| Disruptive behaviour - corridor | 5 |
| Disruptive behaviour - classroom | 6 |
| Disruptive behaviour - toilets | 7 |
| Leaving classroom | 8 |
| Name calling | 9 |
| Not following instructions | 10 |
| Persistent calling out | 11 |
| Sexualised language | 12 |
| Swearing | 13 |
| Throwing property | 14 |
| Unkind behaviour | 15 |
| Work refusal | 16 |
| Damage to property | 17 |
| Hurling other children | 18 |
| Stealing | 19 |
| Threatening behaviour | 20 |
| Disrespectful to adults | 21 |
| Fighting | 22 |
| Bullying | 23 |
| Homophobia | 24 |
| Racism | 25 |
| Discrimination - disability | 26 |
| Unsafe behaviour | 27 |
| Verbal abuse to an adult | 28 |
| Assault - Pupil | 29 |
| Assault - Adult | 30 |
| Sexualised behaviour touch | 31 |

The blue card cycle will last for one session, before being reset to Step 1. A session will run from the start of the day to lunchtime, lunchtime until the end of the school day. If poor behavioural choices persist, with repeated need for time out of class, SLT will be informed and this may result in other consequences being employed.

Secondary behaviours should not lead to progression through the steps. These behaviours should be ignored, where possible, and should be quietly addressed later when the pupil has regulated.

Blue cards will be filled in during class time and then entered onto Arbor by the class teacher at their earliest convenience.

Other consequences may also include:

- A phone call home to parents leading to a meeting in school where necessary with a member of the leadership team;
- Staying in at playtime or lunchtime to complete missed work;
- Loss of privileges e.g. football at lunchtime;
- Time out in the SEAL Room;
- Learning being sent home to complete;
- Behaviour monitoring reports/charts/IBPs (Individual behaviour plans);
- Use of Team Teach positive handling strategies;
- Internal exclusions, suspensions or permanent exclusion.

Missing a lesson such as art, PE, forest school or trips due to poor behaviour choices is not permitted, *unless there is an identified safety risk*.

Where pupils complete a lunchtime consequence and reflection activity, reasonable time will be given for these pupils to eat, drink and use the toilet.

While sanctions are used, we recognise behaviour management is best promoted by relational trust and positive behaviour reinforcement. We work carefully with a pupil experiencing difficulty, investing in their individual needs to find a solution using our TIAAS approach.

In a more extreme case, the school may use internal exclusion, suspension or permanent exclusion. This is used for serious behaviours and/or repeated poor behavioural choices, or once other channels and strategies have been exhausted. After a suspension, a smooth transition back into class or school is essential to ensure pupils feel a sense of belonging and connectedness. This takes the form of a reintegration meeting. Pupils will usually receive a phone call the evening before them returning to school in preparation for welcoming them back.

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#));
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#));
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, our school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing difficulties to sit in sight of the teacher;
- Training for staff in understanding conditions, such as autism;
- Use of separation spaces (such as sensory zones or our SEAL Room) where pupils can regulate their emotions during a moment of sensory overload or emotional dysregulation.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to Children's Advice Support Service (CASS);

- Report to the police.

Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it happens both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” leads to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When a child reports an incident of child-on-child abuse they, as the victim, should be made to feel believed and their voice heard.

Child-on-child abuse includes, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

(Taken from KCSIE, 2024)

Searches

Senior Leaders in the school are permitted to search without consent if staff believe a pupil is in possession of a prohibited item and the pupil is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs;
- fireworks;
- any article that has been or is likely to commit an offence. Cause personal injury or damage to property;
- pornographic images;
- any item banned by the school’s rules.

Where a person is searched without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence. School staff will never carry out intimate searches of pupils.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school;

- cyberbullying outside of school;
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform;
- behaviour that poses a threat to another pupil or member of the public;
- behaviour that could have repercussions for the orderly running of the school;
- behaviour that could adversely affect the reputation of the school.

Malicious accusations

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff there will be a thorough investigation involving the police, Local Authority Designated Officer (LADO) and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing body is responsible for the pastoral care of staff accused of misconduct.

Use of Reasonable Force

Some staff at Turves Green Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

(Use of reasonable force in schools, 2013.)

This is very much a last resort and is only used once all other de-escalation techniques have been exhausted or when there is an immediate risk to a person or property, or they are causing significant disorder.

A record of all positive handling is completed by the staff member involved and this is kept by the behavioural lead. Parents will be informed at the earliest appropriate opportunity.

SEAL Room

The SEAL Room at Turves Green Primary School is an important resource for nurturing and building the confidence and resilience of pupils. It is also an important resource for proactively tackling the behavioural choices pupils may make by providing them with a bank of strategies they can use to prevent themselves from becoming dysregulated.

The SEAL Room can also be used in extreme cases as a safe space for a disruptive pupil to be based away from other pupils for a limited period. Reasons for removing a pupil to the SEAL room will be to prevent pupils committing an offence, causing significant or persistent disruption to learning, injuring themselves or others, or damaging school property. The reason

for removal will be clearly communicated to the pupil and parents at the earliest appropriate time.

If a pupil is using the SEAL Room whilst dysregulated, two adults will be present and where it is safe to do so, one will be with the pupil in the room, employing de-escalation techniques to calm the situation. If the adult needs to come out of the room for their own safety, both adults will stand at the door monitoring the pupil so that re-entry can be agreed. The aim is always to remove the pupil from the SEAL as soon as it is judged by the staff that the pupil is ready. When a pupil accesses the SEAL Room for this reason, their parents will be informed.

Pupils on the SEND Register

The school's behaviour policy is consistently enforced by all adults in school. Turves Green Primary School acknowledges that there are pupils in school for whom the policy in isolation will not be sufficient and therefore require reasonable adjustments and a personalised provision. This is reflected through a pupil's One Page Profile document or BSP (Behaviour Support Plan)/ERSP (Emotional Regulation Support Plan) which is written in collaboration by Class Teacher, SENDCo, pastoral team, parents and pupil. Personalised provision can be put in place for any part of the school day. One Page Profiles are regularly reviewed and targets amended to reflect the pupil's current needs.

The Governing Body's Statement of Behaviour Principles

The Governing Body believes that behaviour is a product of the interaction between the individual, school, family, and community and therefore the relational trust that exists between the school and home is key to a harmonious community. The school will ensure that parents are informed at the earliest opportunity if the following actions need to take place:

- Screening and searching pupils;
- Reasonable force/physical contact/positive handling is employed to ensure safety (Team Teach);
- Discipline outside the school gate or when a pupil is not in the charge of a member of staff;
- Any partnership with other agencies to support the behaviour of individuals.

Staff Induction, Development and Support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils at Turves Green Primary School so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as Mental Health Support Teams are used to support all staff.

Monitoring and evaluating behaviour

The school will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, permanent exclusions and suspensions;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching and confiscation;

- perceptions and experiences of the school behaviour culture for staff, pupils and other stakeholders (via anonymous surveys).

The data will be analysed regularly. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Links with other policies

The behaviour policy should be read in conjunction with these other policies and guidance:

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| • Safeguarding policy | • E-Safety and Acceptable use policy | • Special Educational Needs Policy |
| • Anti-bullying policy | • Keeping Children Safe in Education | • School Code of Conduct for Employees and Visitors |
| • Working Together to Safeguard Children | • Equality Act 2010 | • Health Education Policy |
| • Medicines Policy | • Data Protection Policy | • Educational Visits Policy |

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