



Behaviour Policy

To be read in conjunction with these other policies and guidance:

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

UN Convention on the Rights of the Child:

Article 12: Every child has the right to express their views, feelings and wishes in matters that affect them, and have their views taken seriously

Article 24: Every child has the right to education on well-being so children can stay healthy

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Aims and ethos

At Turves Green Primary School we recognise that children's behaviour is central to the learning process and is an intrinsic element of our education here. We understand that all behaviours are a form of communication which helps us to support the well-being of all children, parents and staff.

As a school, we recognise the importance of having clear values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships.

We acknowledge the relationship between low levels of emotional literacy and poor behaviour. We therefore, believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to help our children become socially and educationally successful.

Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately. Without this crucial work we believe that, where poor behaviour is a barrier to learning, outcomes for our children will be of no lasting significance.

Bullying of any description will not be tolerated. Further details of how the school works to combat bullying can be found in the Anti-bullying policy.

Our rules

At Turves Green we aim to promote positive attitudes and respect through our three rules:

Ready

Respectful Safe

Staff use these rules to highlight the behaviour they want to see around school. These simple rules ensure rewards and sanctions are applied consistently. Expectations are reinforced through assemblies, in the way that staff and pupils interact throughout the school. There is a high expectation of behaviour at all times.

Responsibilities of staff and governors

It is the responsibility of all adults in school to promote the school standards ensuring the good behaviour of all pupils, not just those in their own class or group. They must follow the guidelines consistently and at all times, whether the children are in the classroom, the playground, or moving around the school. Similarly, all adults in school must deal with any behaviour difficulties in the same way and must be treated with the same respect by pupils.

Teaching staff are expected to:

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies; using praise, sanctions and rewards consistently and fairly
- Record incidents of behaviour in line with school systems.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Raise any concerns regarding pupils' behaviour with the relevant Phase Leader, Assistant Headteacher or the Head Teacher.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Immediately contact the Assistant Headteacher with responsibility for behaviour or member of SLT when there has been a serious behaviour concern.
- Contact parents/carers regarding a child in their care's behaviour where necessary.

Children are made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these.

The governing body will annually discuss and agree this policy. They will support the Head of School and the senior leadership team to enforce the policy.

Parents/carers will:

- Encourage good behaviour and for their child to be an ambassador of the school at all times, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Turves Green Primary School with the pupil's classroom teacher, a member of the pastoral team or SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues.
- Ensure the attendance and punctuality of their child, as well as reporting any absences.

Behaviour management strategies used in school

It is important to focus on the behaviour as unacceptable, rather than the pupil who is responsible. When dealing with incidents, staff differentiate between the behaviour and the pupil and as such a child 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 and house points 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. Each classroom has a **Recognition Board** to recognise each individual's effort towards a common goal. These boards celebrate effort (rather than achievement) and should recognise each individual within the classroom – the aim is to have everyone's name on the board by the end of the day.

Children who have gone over and above the behaviour expectations will be nominated by teaching staff for **Hot Chocolate Friday**. The Senior Leadership Team will pick a selection of names out of the nomination box to share hot chocolate with on Friday afternoon.

At Turves Green Primary we:

- **Use praise generously** with young pupils, but be inclined to be more discriminating with older Key Stage Two to that praise has a meaning and value.
- **Catch the child being good** and so deliberately look for good behaviour.
- **Give praise early**. Show approval early in the lesson so that the tone is set and then kept to, and so that typically well-behaved children are acknowledged.
- **Avoid actions that could spoil the effects of praise**. Sometimes it may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well.
- **Ensure that praise informs** by describing the behaviour you are praising. Nonverbal prompts may also be used to great effect.
- **Praise for effort and social acts as well as academic achievement** • **Use praise to communicate the message** "I know you can do it!"
- **Relay** favourable remarks from other classes or adults.
- **Be genuine**.

- **Some praise may be in private** for a child who has reported a bully, or for a child who may become embarrassed.

□ **DO NOT shout unless it is absolutely necessary and do not use sarcasm**

Unstructured times

There are the same behaviour expectations during more unstructured times such as break and lunch time. House points are awarded, purple lunchtime tokens count as double.

In the event of poor behaviour choices at break and lunchtime the following measures are put in place:

- In the event of a child being hurt by another child at lunchtime or a serious breach of school rules taking place, an investigation takes place and the Senior Mid-day Supervisor notified of the details. At break time one of the adults on duty will investigate in the first instance and pass the information on to the Behaviour lead.
- If a child has an injury, the information will **always** be passed onto the teacher.
- If a consequence is required (such as Serious and Very Serious sections of the table below) the children can be brought up to the gallery outside the SEAL room and the behaviour lead notified.
- Consequences and actions taken will then be recorded and people notified as necessary.

Staff Development and Support

All staff participate in training at least annually to review and refine the policy and practice. Some staff will access additional support and training dependent on the stage of their career or the particular cohort of children they are working with.

Rewards and Sanctions

Good behaviour is rewarded by house point tokens. Children are given a house at the start of the academic year and house points are awarded in class and around school for high standards of behaviour and positive attitudes to learning. The house with the most points at the end of each half term receives an afternoon reward. Stickers, certificates and praise are also used to reward positive behaviour.

It is important that sanctions are applied **consistently** by **all staff, following investigation of the reasons behind the behaviour**, and that the correct child or group of children receive the appropriate sanction.

In school systems are used to record behaviour. A child receives a warning and if the behaviour does not improve a second warning. If further reprimands are required this will be recorded, leading to a missed break; with the teacher. If a child receives a second record in the same day, they have some time out of the classroom to reflect on their behaviour. This may be in another classroom, outside the SEAL Room with a member of the pastoral team or with a member of the senior leadership team. Parents are notified by a member of the Senior Leadership Team as appropriate. The child may miss their next lunch break. All reprimands will take place in private.

When poor behaviour is identified, sanctions are implemented robustly, consistently and fairly.

These sanctions include:

- Verbal warnings
- Phone call home to parents leading to a meeting in school where necessary

- Staying in at playtime or lunch to complete missed work
- A letter of apology written during play times
- Loss of privileges e.g. football at lunchtime
- Time out with the pastoral team
- Remaining in school for a short time at the end of the day to complete missed work. In these circumstances, the parent will be asked to join the child completing the work.
- Behaviour monitoring charts/books
- Work sent home together with an 'Imposition Letter' informing parents of the need to make up lost learning time at home

Where children complete a lunchtime consequence they will be given reasonable time to eat, drink and use the toilet.

While sanctions are used, we recognise that behaviour management is best promoted by positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution. Early intervention strategies are in place and are reviewed regularly. (see below)

Outline of possible sanctions and consequences of undesired behaviour

Example Incidents *		Possible Actions
VERY SERIOUS Behaviour Lead notified immediately	<ul style="list-style-type: none"> <input type="checkbox"/> Attacks on staff or pupils, verbal or physical <input type="checkbox"/> Stealing <input type="checkbox"/> Anything dangerous <input type="checkbox"/> Total loss of control <input type="checkbox"/> Damaging property <input type="checkbox"/> Persistent bullying or child on child abuse (See antibullying policy) <input type="checkbox"/> *Persistent racial abuse <input type="checkbox"/> *Persistent homophobic or transphobic language. <input type="checkbox"/> *Persistent Anti-Disability Language. <input type="checkbox"/> *Language to persistently discriminate against faiths. <input type="checkbox"/> Persistently becoming involved in fights. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reprimand or warning <input type="checkbox"/> Loss of lunchtime <input type="checkbox"/> Loss of school clubs <input type="checkbox"/> Senior leader meets with parents to discuss joint action <input type="checkbox"/> Involvement with other agencies Exclusion <input type="checkbox"/> Behaviour Support Plan drawn up <input type="checkbox"/> *Entered in bound and numbered book. <input type="checkbox"/> Removal to a safe space supported by adults
Serious incidents	<ul style="list-style-type: none"> <input type="checkbox"/> Deliberate rudeness to staff <input type="checkbox"/> Being disruptive <input type="checkbox"/> Persistent name calling <input type="checkbox"/> Persistent swearing <input type="checkbox"/> * Racial abuse <input type="checkbox"/> * Homophobic or transphobic language. <input type="checkbox"/> *Anti-Disability Language. <input type="checkbox"/> *Language to discriminate against faiths. <input type="checkbox"/> Improper use of Technology <input type="checkbox"/> Play fighting 	<ul style="list-style-type: none"> <input type="checkbox"/> Reprimand or warning <input type="checkbox"/> Reflection time in a pastoral space Time out of class <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Pastoral team to support <input type="checkbox"/> *Entered in bound and numbered book.
Incidents of Concern	<ul style="list-style-type: none"> <input type="checkbox"/> Less serious rudeness <input type="checkbox"/> Lack of co-operation <input type="checkbox"/> Swearing (One off) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reprimand or warning <input type="checkbox"/> Removal to own space in the classroom <input type="checkbox"/> Loss of a privilege <input type="checkbox"/> Loss of 15 minutes of next break

*In all of the above examples, the context and child's current situation would be taken into account.

Behaviour outside school

In line with Department for Education – Behaviour in Schools September 2022 guidance, part 92. *Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.*

Part 94. identifies examples of the type of conduct this could include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

The sanctions will be decided in line with school policy and parents/carers will be included in the process.

Suspension and Permanent Exclusion

Exclusions at Turves Green Primary school are very rare and will only be used after thorough investigation. The Head Teacher and Governing Body implement the Birmingham Local Authority guidelines on suspension and permanent exclusion.

The decision to exclude is ultimately the Head Teacher's decision although advice may be taken from the behaviour co-ordinator or other members of SLT.

If a serious behaviour incident occurs, a suspension or a permanent exclusion may be used as a sanction. Examples of when such a sanction may be appropriate include:

- Assault of another child or member of staff.
- Threatening and aggressive behaviour towards another child or member of staff.
- Damage to School property.
- Defiance and refusal to follow school rules.

This is a non-exhaustive list and each incident will be investigated on its own merit.

In the event of any type of exclusion, the Head Teacher or another member of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day, for example, if a child's behaviour at lunch time is disrupted, they may be suspended from the school premises for the duration of the lunch time period.

School will support children to reintegrate successfully into school life following a suspension or a period of offsite direction. A reintegration meeting will occur at the beginning of the child's return to school.

The Head Teacher has the ability to permanently exclude a pupil who has behaved in manner consistent with a serious incident as described above, or who is a persistent offender. Permanent exclusions will be considered by the governing body for authorisation.

Early Intervention Strategies - Support for pupils

The behaviour lead and the pastoral team support all school staff to deal with the emotional and behavioural issues of children throughout the school.

DfE Guidance 'Mental health and behaviour in schools' (March 2016)

“The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.”

The main roles of the pastoral team are:

1. To provide a welcoming and safe environment where children can come for emotional support when they encounter difficulties in class or/and the playground.
2. To resolve conflicts when a child has made a poor choice; and to develop strategies to prevent the same happening in the future.
3. To work with children individually or in small groups to develop their self-esteem and confidence through various engaging activities.
4. To support staff in creating a positive learning environment for all children.
5. To work closely with parents of children who have behavioural and/or emotional difficulties.
6. To provide a safe area where children and/or parents can receive support from outside agencies.

The support provided by the pastoral team is not just behaviour interventions; our aim is to help children overcome any barrier to learning.

Some pupils require more sensitive and differentiated approaches to behaviour support. This may be due to an identified special educational need or disability. There are clear lines of communication between parents, the SENDCo, the Pastoral Manager and the Behaviour Lead to enable the correct support to be offered to those with additional safeguarding or special educational needs.

Searching, Screening and Confiscation DfE Guidance (2022)

The Head Teacher and authorised school staff can search a pupil for any item if the pupil agrees. The Executive Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where a person is searching without consent, two adults will be present. Where possible at least one of these adults will be of the same gender as the child. Parents will be informed. Police will be informed where the item confiscated causes an offence.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

DfE Guidance on the 'Use of Reasonable Force' (2013)

Schools can use reasonable force to:

- remove disruptive children 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 or a 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.

All members of school staff have a legal right to use reasonable force in school. Force is used for two main purposes: to control or restrain children. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. A number of members of 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. Reasonable force may be used in the situations listed above. A record of restraint is completed by the staff involved each time there is an incident and parents are informed.

Working with parents and outside agencies

A good partnership with parents is essential in supporting children in making positive behaviour choices. This partnership should be strongest with the child's class teacher. If behaviour begins to give cause for concern, a meeting will be scheduled between the parents, class teacher and a member SLT as soon as possible for a plan to be formed.

A robust response is put in place – following a meeting, a letter detailing the support to be provided will be shared with the parents. This plan will include review dates.

There are times when parents may feel that something has happened which is not in keeping with this policy. In these circumstances parents should arrange to speak to the teacher or a member of SLT (as appropriate) so the situation can be discussed, investigated and resolved.

A range of outside agencies may become involved in the case of children with more severe behaviour or medical problems. These include:

- Educational Psychologists
- Forward Thinking Birmingham
- Children's Services
- Community Paediatricians

- Attention Deficit and Hyperactivity Team

Information shared with these agencies is subject to Data Protection Principles and all referrals made with the approval of parents.

Managing Transitions

During moments of transition, between years, key stages or school settings it is important that all information is shared with those who need it. Arrangements are in place as appropriate for teaching staff to share their knowledge and expertise with the child's next class teacher or setting.

For some children the transition arrangements need to be more specific. It may be that these children need more time to meet with the new teaching staff or require more in-depth information sharing.

DfE Guidance on malicious accusations from 'Dealing with Allegations of Abuse against Teachers and Other Staff.' (March 2012)

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 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.