

Tyntesfield
Primary School

BEHAVIOUR POLICY

Tyntesfield
Primary School

Policy approved: Autumn 2016

Policy review: Autumn 2017

This policy describes our expectations of behaviour on the school premises, the procedures for rewarding good behaviour and sanctions for unacceptable behaviour.

1. Rationale

To create a safe, secure, happy environment with a positive ethos of praise. To ensure consistency of approach appropriate to the age of the child. To demonstrate the value that is attached to social learning and the high expectations of behaviour and respect for everyone involved in the school community. Our school values underpin our behaviour ethos and are fundamental in developing positive attitudes to learning and others.

Our Values:

We love learning

We make the most of every opportunity

We appreciate and care for each other

We achieve our best

2. Expectations

Children will

- Walk quietly and calmly throughout the school at all times.
- Listen to others carefully without interrupting.
- Follow instructions the first time
- Be caring, courteous and co-operative
- Try their best in everything they do
- Demonstrate consideration when collaborating with their peers
- Ask adults and their peers for help when there is a problem.
- Learn to respect other people, their possessions and the school environment.
- Complete work to the best of their abilities.
- Use a suitable classroom voice.
- Keep to the school routines.
- Behave politely at meal times.
- Show good manners at all times (see Appendix 6)
- Comply with Tyntesfield's Rights and Responsibilities – See Page 2

Staff Will

- Provide a safe and secure learning environment.
- Be prepared to listen and hear everyone's point of view.
- Intervene early to make sure everyone is safe.
- Use a calm, but firm voice to discuss the situation without prejudging what has happened.
- Reward good behaviour as often as possible and appropriate.
- Apply sanctions fairly, justly and consistently.
- Work in partnership with parents and carers.
- Reinforce Tyntesfield's Rights and Responsibilities.

- Maintain the school routines.
- Develop class routines through consultation with children.

Parents/Carers Will

- Make sure their child attends school regularly and punctually.
- Make sure their child is dressed appropriately for school and has any necessary equipment.
- Discuss the school rules with their child.
- Talk to their child about their behaviour.
- Listen to their child's point of view, whilst also considering the other side.
- Talk to their child's teacher if they are concerned about a behaviour issue.
- Talk to their child's teacher if the school is concerned about a behaviour issue.

3. General Strategies to manage behaviour

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children Tyntesfield's Rights and Responsibilities (which are displayed all around school) in relation the school's four values.
- Golden Time at the end of the week used as a reward for adhering to the Rights and Responsibilities.
- The use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding effort and good behaviour to promote self-esteem.
- Discussion and reflection recognising that children need to be heard.
- Use of verbal praise, stickers and certificates to reward good behaviour.
- Create behaviour plans to modify problem behaviour with the involvement of parents, teachers and children.

4. Pupils' Rights and Responsibilities

At Tyntesfield, we believe that good behaviour is a result of pupils having the ability and freedom to exercise their rights and that these rights are universally shared, respected and followed throughout school. To activate pupils' rights, there is an expectation that all pupils follow and act upon the responsibilities. Pupils have a duty to demonstrate behaviours and act in accordance with the Responsibilities.

Rights

To learn
To achieve
To belong
To be safe
To be cared for

Responsibilities

We let everyone learn
We always try our best
We value and include everyone
We do not hurt others
We look after each other

5. Rewards

a) **Verbal praise** – given by all staff in recognition of pupils demonstrating attitudes and behaviours in accordance with the school's Rights and Responsibilities, as well as adherence to the school's values

b) **Raffle tickets** – given by members of staff in recognition of behaviours demonstrating Tyntesfield’s Rights and Responsibilities

c) **Stickers** - given by any member of staff in recognition of pupil’s effort, resilience and hard work or particularly noteworthy good behaviour

d) **Certificates** – Awarded by the classteacher in recognition of effort / achievement each week. At the end of each term, the winning team has an ‘Own Clothes Day’.

e) **Medals Assembly (Infants)** – Weekly assembly where 1-3 children from each class are presented with medal and a certificate, as recognition of effort, to take home.

e) **Golden Time** – 30 minute entitlement every week for all children, with a choice of activities chosen in consultation with the children. (30 minutes, Friday afternoon)

f) **Class Award** – awarded when the whole class has behaved well in a given situation. When 30 class awards have been achieved, the class earn 30 minutes additional Golden Time.

g) **Contacting home** – e.g. ‘A note home’ or a phone call to a parent to report on good behaviour / achievement

h) **Prefect commendations** – certificates sent home to Year 6 pupils who have received a commendation from a member of staff

i) **Class Dojo** – Individual pupils awarded Dojos as a result of good behaviour ie. Effective collaboration, displaying good manners and working hard. Class Dojos can be tailored to match individual class priorities.

Inappropriate behaviour – *May get no further than Level 2 unless persistent*

- Wasting resources
- Distracting others
- Not doing the task set
- Dropping litter, throwing or flicking objects/ mistreating playground equipment
- Calling out/shouting in class
- Unsocial behaviour at the lunch table
- Telling lies
- Swearing as part of general conversation
- Teasing or deliberately ‘winding up’ other children.
- Answering back
- Unhelpful, uncooperative behaviour

More serious incidents – *May go straight to Level 3*

- • Refusal to accept adult's instructions
- Vandalism, including graffiti on walls, desks or books
- Leaving the classroom without permission
- Walking away from an adult or arguing with them.
- Spoiling other children's work, including making fun of their work.
- Misuse of toilets and wash areas
- Interfering with another person's property
- Purposefully hurting others or threatening them (words or fists) including swearing at them
- Chewing gum/ eating sweets
- Spitting
- Repeated inappropriate behaviour
- Running in school or the quiet area
- Persistent answering back
- Telling lies to blame others
- Entering school without permission

Very serious incidents - *Straight to Level 4*

- Theft
- Running out of school/ away from group on a trip
- Physically violent behaviour (fights or physical attacks on others)
- Racist comments or minority groups remarks or behaviour
- Homophobic remarks
- Inappropriate touching or actions
- Bullying (repeated and persistent threatening, intimidating or harming behaviour)
- Refusal to follow safety instructions, misuse of equipment
- Stone throwing or any dangerous play

6. Sanctions

Level 1

- Reminder about appropriate behaviour.
- Warning that there will be a consequence.

Level 2 – Yellow Card

- Deduct 10 minute entitlement to Golden Time for first card of the week, 5 minutes for subsequent cards
- May separate / remove children from source of problem.
- If at playtimes / lunchtimes, 5 minutes loss of golden time and 'time out', if required.

Level 3 – Red Card

- Send child to another class with work for fixed time: 15 minutes or remainder of lesson, depending on circumstances.
- Child to complete Behaviour Diary (*Appendix 2*) or other task directed by Mrs Wright.
- Deduct 10 minute entitlement to Golden Time for first card of the week, 5 minutes for subsequent cards
- If at playtimes / lunchtimes, removal from the playground and loss of the next play.
- If an immediate Red Card is given (without going through Levels 1 and 2) 15 minutes Golden time is lost.
- For every Red Card given, Standard Letter B sent home
- The child may be sent to the Deputy Headteacher, if appropriate

Level 4

- Send child to Deputy Head teacher (with Behaviour Diary)
- Deputy Head teacher to inform parents.

Level 5

- Send child to Head of School.
- Head of School to request parents' attendance to discuss incidents and sanctions. Sanctions may include internal exclusion (removal from class / playground), fixed term or permanent exclusion.

Responses to low level inappropriate behaviour will usually start at Level 1 with a warning, and progress up the levels each time the action is repeated within an appropriate timescale: eg, wandering around the classroom, if repeated that day, but not if repeated two weeks later.

Staff must use their judgement, remembering that sanctions must be immediate and proportionate to be most effective.

Responses to more serious incidents will usually start at Level 1 for first offences, but staff will need to use their judgement to decide if it should go straight to Level 3. This will often depend on whether the child has committed this offence before, and will also be influenced by whether other children have been upset by their actions.

In the case of very serious incidents the Head of School / Headteacher must always be notified. The Head of School / Headteacher will maintain Behaviour Records (*see Appendix 3*) on all children who commit very serious offences and on children who repeatedly misbehave at a lower level.

Loss of Golden Time

For the first card a child has receives during the week, they lose 10 minutes of their Golden Time, for all subsequent cards they lose a further 5 minutes for each card. Those children who have lost Golden Time will be sent to a designated area in school, where they will be supervised by the Deputy Headteacher (DHT). Class teachers will send a 'Loss of Golden Time Record Sheet' (*Appendix 5*) to the DHT with any child who is missing some Golden Time. During 'Loss of

Golden Time', each child will have to explain to the DHT why they have received a Yellow / Red Card.

Appendices

Appendix 1 – Behaviour Expectations

Appendix 2 – Behaviour Diary

Appendix 3 – Behaviour Record

Appendix 4 – Behaviour Expectations- Manners

Appendix 5 – Behaviour Expectations- Day to Day Organisation

Appendix 6 – Lunchtime Behaviour Expectations

Appendix 7 – Behaviour Sanctions

Behaviour Expectations

- **Listen carefully**
 - Look at the speaker
 - Appropriate body language
 - Listen respectfully to other children as well as adults

- **Follow instructions first time**
 - Subject to clarification if necessary
 - Without answering back or muttering

- **Be caring, courteous and co-operative**
 - Hold doors open
 - Respond to greetings
 - Give way to adults
 - Offer to help others
 - Help with a smile

- **Walk quietly and sensibly around school**
 - When moving as a class, in single file
 - Line up at the end of playtime quickly and in silence
 - To enter and leave assembly in silence
 - During lunchtimes, playtimes and pre and post school, using quiet indoor voices

- **Learn to respect other people, their possessions and the school environment**
 - Speak kindly to people
 - Include people in games and conversations
 - Hang up coats and bags tidily
 - Pick up things lying on the floor and put them in the right place

- **Behave politely at meal times**
 - Good manners at the table
 - Pick or wipe up dropped food
 - Keep voices to a sensible conversational volume

- **Comply with 'Rights and Responsibilities'**

Behaviour Diary			
Name:	Date:		
What I did	Why this was not a good thing to do	How I can put it right	What I will do next time

Behaviour Expectations
Manners

The following are agreed as expected standards of behaviour, from all pupils:

- Pupils to use basic manners when addressing all adults (and pupils):
 - Please
 - Thank you
 - May I
 - Excuse me
 - Pardon
 - Sorry
- Holding a door for others, especially adults.
- Not interrupting or talking over an adult.
- Using an appropriate tone of voice when speaking to an adult.
- When a child arrives late in a morning, they are to apologise to the classteacher when they enter the classroom.
- After knocking on a door, pupils are to wait until an adult invites them to come in.
- When walking through the hall during a lesson / assembly, pupils are to walk around the edge, in silence.
- If a pupil wishes to work on a computer in the ICT Suite when a class are in there, they are to ask the member of staff which computer they can work on.
- After knocking on the staffroom door, pupils are to wait outside until invited to come in by a member of staff.
- Tuck chairs in.
- Pick up any coats / bags on the floor when pupils walk through the cloakroom
- Pupils to WALK QUIETLY, on the LEFT through school.

ALL staff have agreed:

- these are the good manners that we expect from every child at our school.
- **every** member of staff will address these manners with **any child** (praise for examples of good manners / address issues of bad manners calmly and clearly)
- manners will be rewarded with praise only (not team points)
- the above will be CONSISTENTLY implemented by all staff

Pupils are reminded regularly about expectations through:

- revisited in assemblies, PHSE lessons
- praise explicitly linked to specific behaviour so that pupils are clearly aware which aspect of their behaviour is being praised.
- When poor manners are addressed, staff explain clearly which aspect of the child's behaviour needs to improve and explain clearly how they should behave next time.

Behaviour Policy
Day-to-Day Organisation

Each class teacher to have their own behaviour file to record yellow and red cards as they are administered and to keep copies of 'Loss of Golden Time Record Sheets'. These will be referred to on parents' evening and possibly for the annual report.

Red / Yellow Cards

- First card of the week (yellow) = 10 minutes loss of Golden Time / 15 minutes for red cards
- Further cards (yellow/red) = 5 minutes loss of Golden Time for each card
- Class teacher to keep an overview record of cards given to each pupil
- Standard Letter A to be sent home / communication with parents if there is a regular pattern of red / yellow cards (e.g. 3 consecutive weeks).

In addition, for all Red cards:

a) Juniors

- One playground detention, depending on which playground duty the supervising teacher is on. Behaviour Log is to be kept, by the class teacher, in the behaviour file.
- Letter home (Standard Letter B)

b) Infants

- Miss the next playtime
- Letter home (Standard Letter B) / contact parents

Loss of Golden Time

- Any pupils with lost Golden Time go to designated loss of golden time area, supervised by Mrs Wright. Mrs Wright will discuss the behaviour with the child and revise the Rights and Responsibilities.
- Loss of Golden Time Record Sheet to be sent to Mrs Wright for her to keep in a Behaviour File. Mrs Wright will monitor patterns in the children that lose Golden Time and a letter will be sent home to parents where a child consistently receives yellow/red cards.

Informing Parents

- If a pupil has lost a regular pattern of Golden Time (e.g. 3 consecutive weeks), 'Standard Letter A' to be completed and sent home by the class teacher. Class teacher to follow up if reply slip is not returned. Teachers to communicate with parents, where appropriate, to inform them of concerning behaviour.

- For every red card given, a 'Standard Letter B' is sent home to be completed and sent home by the class teacher. Class teacher to follow up if reply slip is not returned.
- If unacceptable behaviour continues, parent asked into school for a meeting with Class teacher and Deputy Head teacher.
- If behaviour still persists, parents are asked in to school for a meeting with the Head of School / Headteacher.

Lunchtimes

- Blue cards (not respecting the rights of others) will be issued at lunchtime. These will be given to the class teacher at the end of the lunch break who will determine whether they become a yellow or red card.
- If children have time out at lunchtime, they can write a letter to the class teacher explaining why their behaviour was unacceptable. No Behaviour Logs to be completed at lunchtime.
- If any serious incidents occur, children are to be sent to Mrs Wright.

School Uniform – poor presentation (especially, top buttons / ties)

- Follow Rights and Responsibilities sanctions (ie. 1 warning a day and then sanction ie. yellow card)
- If persistent uniform issues, Standard Letter C sent home

Class Awards

- If a class have no cards all week, Mrs Wright to give a further Class Award.

To be reviewed annually.

Appendices:

Standard Letter A (for regular loss of Golden Time)

Standard Letter B (for every Red Card given)

Behaviour Log

Standard Letter C (school uniform)

Lunchtime Behaviour Expectations

The following are expected standards of behaviour, from all pupils, at lunchtime:

- Walk at all times in the building: in the hall and in the corridors, no running.
- Walk into the hall in silence, sit down sensibly and wait for Mrs Mustafa's or a lunchtime assistant's signal to begin lunch.
- Tuck chairs in every time pupils stand up (e.g. going to the hatch for their dinner, when leaving the hall).
- Use please / thank you at all times (e.g. when getting dinner from the hatch, when asking to leave the table, when asking for more water).
- Put up hand to request getting up (e.g. to leave the hall). Children must not get out of their seat without permission and must not 'tap' staff or shout out.
- While lining up to get your lunch, do so quietly without shouting out/ messing about.
- When children on packed lunches have finished, children to remain seated in their place with their lunchbox open on the table. Children to put up their hand and wait for a member of the lunchtime staff to come and give them permission to leave.
- Any rubbish should be put back in children's lunchboxes or the bin and not dropped onto the floor.

Table manners

- After getting dinner from the hatch, sit down before starting to eat.
- Knife and fork to be put together on the plate when finished eating.
- Hold and use cutlery correctly.
- Cut food properly before eating (do not eat large pieces of food from the fork).
- Mouth closed when eating.
- No talking with mouths full.
- No licking plates / bowls.

Once on the playground children **MUST NOT** re-enter school without asking permission from a member of staff.

Behaviour Sanctions:

Level 1: Warning

Reminder about appropriate behaviour and rights and responsibilities
Warning that there will be a consequence
Potentially miss playtime

Level 2: Yellow Card

10 minutes lost Golden Time (first card of the week)
5 minutes lost Golden Time (further cards)
Playtimes/lunchtime time out, if needed
A regular number of yellow / red cards throughout the week class teacher to liaise with parents and Deputy Head teacher

Level 3: Red Card

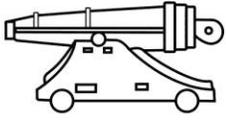
Morning or Afternoon Play detention
15 minutes lost Golden Time (first card of the week)
5 minutes lost Golden Time (further cards)
Class teacher to inform parents
If at lunchtime, time out from playground
Child to complete behaviour related task (set by Deputy Head teacher)

Level 4: Further Consequences

Child sent to Deputy Head teacher with Behaviour Log
Communication with parents requesting a meeting with
Class teacher / Deputy Head teacher / Assistant Head teacher
If behaviour persists, arrange a meeting with class teacher and the
Deputy Head teacher

Level 5: Very serious consequences

Child sent to Head of School / Head teacher
Parents meet to discuss internal, fixed term or permanent
exclusion



Dear Parent,

It is with regret that I am writing to inform you that _____ has Regularly lost Golden Time for the past three few weeks as a result of not following our Golden Rules. _____ has received yellow / red cards for the following behaviour:

Please can we ask your support in addressing these behaviours, encouraging your child to follow the school rules.

We would be grateful if you could return the reply slip below tomorrow.

Thank you in anticipation of your support.

Mrs H Wright
Deputy Headteacher

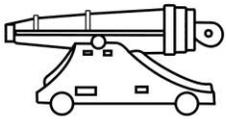
Child's name: _____ Date: _____

I have received the letter regarding my child's behaviour in school and have spoken to my child about this.

Signed: _____



We grow as learners, to be the best we can be, through care, collaboration and challenge.



Dear Parent,

It is with regret that I am writing to inform you that _____ has received a red card today for the following unacceptable behaviour in school:

We would be grateful if you could discuss the incident with your child and reinforce why such behaviour is not acceptable in school.

Please could you could return the reply slip below tomorrow.

Thank you in anticipation of your support.

Classteacher

Child's name: _____

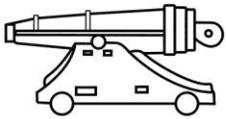
Date:

I have received the letter regarding my child's red card in school and have spoken to my child about this.

Signed: _____



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Dear Parent,

I am writing to ask for your support in reinforcing the high standards of school uniform that we promote at Tyntesfield. Despite repeated reminders _____ is not following school uniform policy for the following reason:

I hope you agree that wearing our school uniform with pride sets the standard for all other areas of school life.

Please could you could return the reply slip below tomorrow.

Thank you in anticipation of your support.

Mrs H Wright
Deputy Headteacher

Child's name: _____

Date: _____

I have received the letter regarding school uniform.

Signed: _____



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