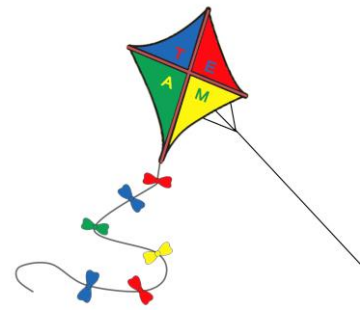


Twyford St Mary's CofE Primary School
Behaviour Policy 23-26



Rationale:

The aim of this policy is to promote positive relationships, so that our school community can work together with the common purpose of helping everyone to learn. We want children to discover learning, their passions and skills in an inclusive environment where everyone achieves the highest standards possible. This includes the highest possible standards in behaviour. Our Christian values of courage, care, joy and respect contribute positively to the school community. They are evident in all our relationships and work throughout the school. Alongside our values, The Six Strand Curriculum (from Hampshire PBS) promotes a range of social, emotional and learning skills to equip children for life beyond Twyford St Mary's.

The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together harmoniously. It aims to promote an environment where everyone is safe, welcomed and feels a sense of pride.

We aim:

- To set high standards of behaviour that extends beyond the school gate.
- To create and maintain a positive, safe and focused school climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment.
- For staff to use the 6 Strand Curriculum as a teaching tool to promote positive behaviours, emotional responses and relationships for all children.

We believe our aims are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable behaviour e.g. supported playtime, worships, PSHE lessons and P4C enquiries.
- Good behaviour is best promoted by praise, positive actions and rewards.
- A consistent and fair approach is essential to behaviour management.
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices.
- Children are provided with good adult and peer role models.
- Children and parents understand the hierarchy of consequences which are a natural outcome of behaviour challenges and which are applied within the school in a respectful and considerate manner.

Golden Rules

Our Golden Rules provide a positive reference point of expected behaviour to help our children make responsible behaviour choices

- ✓ We are gentle
- ✓ We are kind and helpful
- ✓ We listen
- ✓ We are honest
- ✓ We work hard
- ✓ We look after property

The Six Strand Curriculum

The PBS Six Strand Curriculum promotes positive behaviours, emotional responses and relationships for all children through the six themes of **boundaries, self-regulation, focus, respect, resilience and independence.**

When learning key skills from the Six Strand Curriculum our pupils benefit from modelling and targeted support around:

- teaching boundaries
- nurturing self-regulation
- developing focused thinking
- instilling respect
- building resilience
- promoting independence

Our Six Strand work connects to our whole school Christian ethos. As well as direct teaching, there are also opportunities for the children to connect with the six themes through ELSA, pastoral care, focused intervention and SMSC practice.

Positive Reinforcement

We believe that the most effective strategy for developing a school with the highest possible standards of behaviour is through positive reinforcement. Consistency of approach and use of the pronoun 'we' in terms of relationships within school are significant ingredients in securing commitment to the school expectations. Clear signals need to be given to cue children in to how they are expected to behave.

Consistent use of positive encouragement is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Encourage children to make positive and informed choices
- Promote a model for good behaviour and relationships

THE KEY IS CONSISTENCY

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour.
- Specific verbal and non-verbal praise used frequently within the classroom and around the school. Verbal: “Well done, great manners” “Brilliant listening skills”, “It’s really good to see you following the Golden Rules” “What fantastic behaviour choices!” Smiles and thumbs up signs are examples of non-verbal praise.
- Whole school recognition in Celebration Assembly on the Roll of Honour. This award is presented to children who have been seen showing our school Christian Values of courage, care, joy and respect or our Learning Keys of perseverance, evaluation, curiosity, independence and teamwork.
- Stickers and the pupil given role model award
- The privilege of weekly Golden Time
- Reinforcement by another member of staff (team member including wider teaching staff/Office/caretaker/Headteacher)
- Telephone call or communication home
- Positive written comments on work
- Class rewards e.g. marble in a jar
- Team points with reward milestones
- End of year Vision award to highlight 2 pupils who have been widely recognised as exceptional role models for the school values.

Team Points

Team points are given for:

- ✓ Showing our School Values
- ✓ An exceptional piece of work, attitude or exceptional progress, including showing the Learning Keys
- ✓ 100% weekly attendance and punctuality
- ✓ Home learning projects

Team points should only be given out one at a time unless it is an exceptional circumstance and then 2 team points can be given.

Once they achieve one award the next one begins. All awards will be presented during Celebration Assembly.

Award	Prize
150 team points	Dip in the treasure chest
300 team points	Tuck voucher
450 team points	TSM Prize Badge
600 team points	Special Governor Award

Wider Pupil Strategies:

At Twyford St Marys children are empowered to support one another's behaviour choices through taught whole school strategies.

The think before you speak campaign is launched every year with the acronym THINK representing if our words are:

T-true
H-helpful
I-Inspiring
N-Necessary
K-Kind

The STOP campaign is launched in conjunction with Anti-Bullying week with the acronym STOP is used to help pupils recognise if they or a peer may be experiencing bullying behaviours. STOP represents:

S-Several
T-Times
O-On
P-Purpose

(TSM has our own Anti-Bullying Policy to help staff and pupils resolve any incidences of bullying).

Consequences:

When children choose not to 'make the right choice' or not to follow the Golden rules, all staff are expected to deal with them using a calmly and consistent manner.

It is important that consequences of behaviour challenges are presented to children as a choice. Furthermore, we believe that the child should always be positively acknowledged; it is their behaviour choices that are inappropriate.

Consequences should be seen as a natural outcome of challenging behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise positive behaviour choices and so restore their regulation in the environment.

For behaviour consequences there is an agreed procedure:

- An adult will give children a chance to change their behaviour. Each class teacher has developed a positive approach appropriate to their class and style of teaching.
- For specific behaviour challenges, an initial verbal warning is given. All warnings MUST be explained to the child as to why they have been given.
- The warning or explanation may be given after a calming down period.

- If a further warning is required, the pupil will lose Golden time in 5 minute increments.
- When pupils lose Golden time, reflection time is held with senior leaders of the school to ensure positive reinforcement for future behaviour.
- If serious or physical incident occurs, a senior leader will see the child about their behaviour, which will result in a phone call home and/or the child missing their playtime or lunchtime.
- If a child's behaviour continues to escalate the parents will be contacted to discuss the situation and decide on future appropriate action.
- If there is refusal from a child to resolve behaviour incidents, or physical aggression at any point, pupils must be seen by the Headteacher or Senior Teacher.

To ensure consistency in Year R:

1. Verbal warning
2. Calm time out as appropriate in the classroom
3. Time out outside of the classroom
4. Escalation to Senior Leader

To ensure consistency in Key Stage One and Two the procedure is:

1. Verbal warning
2. Miss 5 minutes of Golden Time.
3. Escalation of golden time loss
4. Escalation to senior leader.

For more complex behaviour needs, intervention techniques and support strategies commonly used by the school include:

- Individual Behaviour Management Plans
- Behaviour Diaries
- Time out strategies
- Emotional Literacy Support
- Lunchtime play support activities
- Six Strand personalised goals
- Involvement of outside agencies (conducting observations, providing support and guidance to staff and families).

Behaviour Diaries/Charts

These are to be set up, by the class teacher, if a child has more complex behaviour needs.

This strategy is used to support home-school communication of pupil behaviour needs to ensure consistent approaches are in place to support the child (this may be in conjunction with PBS referrals and advice).

Any targets that the child is working towards to support positive behaviour choices are to be recorded in the front of the diary/on the top of the chart. Guidelines for the use of either will be included on the front cover/top of the chart.

Guidelines:

- Behaviour for each target is recorded.

- This may be in the form of a smiley face, tick or sticker if the behaviour goal has been met.
- Comments can be shared if behaviour targets are not met.
- Extremely positive behaviour can also be recorded with a comment.

School Visits and Out of School Activities

At all stages of planning and preparation for an off site visit, any child whose behaviour whilst at school or on previous visits gives cause for concern, may result in a specific risk assessment.

Parents may be required to accompany the child on the visit. The teacher in charge of the visit reserves the right to withdraw a child from the trip whose behaviour may endanger the Health and Safety of themselves or others.

Consequences when there is a serious breach of the rules

The Headteacher may consider fixed period or permanent exclusion of a child following a serious breach of the rules. Exclusion may also be considered as a consequence of repeatedly breaching school behaviour rules after exhausting all other avenues of helping the child to change their behaviour and attitudes. If a child is excluded from school, the Local Authority Guidelines for Exclusions will be followed.

Other useful links:

Local Authority guidance on Exclusion and Suspension:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

The Six Strand Curriculum:

<https://drive.google.com/file/d/11Gy1SB1HSWFYyPJnjV0iL9IUTe2ou7Om/view>

Hampshire Primary Behaviour Support:

<https://pbs.hants.gov.uk/>

This policy developed in conjunction with staff and governors.

Approved by Governing Body – Autumn 2023

Date of next review – Autumn 2026