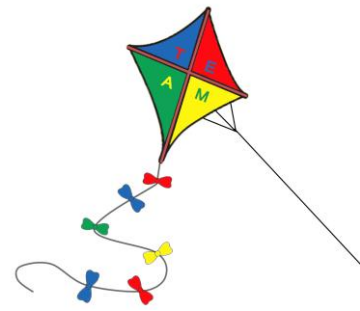


Twyford St Mary's CofE Primary School
Behaviour Policy 2024-2026



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.

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 create and maintain a positive, safe and focused school climate where effective learning can take place.
- To set high standards of behaviour that extend beyond the school gate.
- To ensure there is mutual respect between all members of the school community.

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

Positive Reinforcement

We believe that the most effective strategy for developing a school with the highest possible standards of behaviour is through positive reinforcement and consistency of approach.

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

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.
- 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
- Communication home
- Class rewards e.g. marble in a jar
- Team points with reward milestones

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
- ✓ Home learning projects

When they achieve the number of team points outlined in the table below the children will receive the appropriate prize in the next celebration worship.

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

Consequences:

Although positive reinforcement and rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions in order to register the disapproval of unacceptable behaviour and to protect the security and stability of our school community

It is important that a child understands what behaviour was inappropriate. Our sanctions are designed to give opportunities for children to reflect on consequences and agree positive strategies to improve behaviour. There is an expectation that children acknowledge their inappropriate behaviour, reflect and make steps to move forward positively.

Sanctions System:

It is vital to protect children's self-esteem therefore, Twyford St Mary's implements a step-by-step sanctions system which is kept on the teacher's desk. This ensures a level of privacy but also enables other adults, such as teaching assistants or supply teachers, to be aware of where warnings may have already been given and can therefore act accordingly if this continues.

If a school Value or element of the class charter is broken, the child's name should be written on the step-by-step sanctions system (either by the class teacher or teaching assistant) and the necessary sanction implemented. This is also employed during break and lunchtimes. Following this, a restorative conversation will be held.

Initial Verbal Warning	Step 1	Step 2	Step 3
Make expectations clear and refer to our school golden rules and values.	Final warning – reminder of the school golden rules and values and what the next step will be if there is not a change in behaviour.	5 minutes off break time – during this period a restorative conversation will be held.	Sent to another member of staff and contact made with home.

Complex Behaviour Needs

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
- Involvement of outside agencies (conducting observations, providing support and guidance to staff and families).

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.

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.

This policy developed in conjunction with staff and governors.

Approved by the Governing Body – Autumn 2024
Date of next review – Autumn 2026