



## **Tower Hill Primary School Behaviour Policy**

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**Review Date** : Autumn 2018      **Pastoral Care Manager**  
**Signed (GB) :**      **Chair**

### **Aim**

To encourage a safe and caring environment through the ethos, expectations and practices of the school and, by developing self-discipline and control, engender consideration and respect for themselves, others, property and the school itself. Children are encouraged and expected to accept responsibility for their own actions.

Tower Hill recognises and is committed to its legal duties under the *Equality Act 2010* in respect of safeguarding and in respect of pupils with special educational needs and or disabilities (SEND).

### **School Charter**

*Children are encouraged and expected to:*

1. Do or say nothing to hurt others.
2. Treat one another with kindness and politeness.
3. Look after those who are new who have no-one else to play with.
4. Show respect for the views and opinions of others.
5. Use language that shows respect for others.
6. Complete all work given in the time allowed.
7. Follow all requests from school staff and helpers.
8. Develop acceptable strategies for coping with conflict.
9. Move in a quiet, orderly and considerate way about the building.
10. Treat one's own and other's belongings with care.
11. Care for our school environment.
12. Behave outside school in a way that will show others the good behaviour expected by Tower Hill Primary School.

These are exemplified in the School's Values and Class Charters, which are displayed around the school and in classrooms, discussed and reinforced with the children on an ongoing basis.

The following strategies will be used to enable children to comply with these statements.

## **Encouraging Courtesy and Good Behaviour**

- ✓ Good manners, politeness, helpfulness and considerate behaviour is expected in all children and celebrated in school assemblies including through the presentation of STEP (Sorry, Thank You, Excuse Me, Please) badges at the weekly whole school Celebration Assembly. Pupils are nominated by their teachers each week, with the reason for nomination.
- ✓ Gold Traffic Light (see below)
- ✓ Golden Time (see below).
- ✓ Each class has a jar in which to collect Golden Pebbles. Children are awarded Golden Pebbles to put into their class jar according to extra effort by individuals, groups or whole class. The children can see the jar being filled by their positive actions. When the class jar is full it is brought into Celebration Assembly and the class is awarded 20 minutes extra Golden Time - or a class 'chosen treat' - that week.
- ✓ In Assembly, children are able to earn Assembly Stars for coming in, listening well and going out appropriately. Twenty stars on the board is rewarded with a Whole School Extra Afternoon Break of 15 minutes.
- ✓ Opportunities to take on responsibilities such as Prefect, Peer Mentor, JRSO, School Council Representative.
- ✓ Praise and encouragement by all adults is used to positively reinforce good behaviour throughout the whole school.
- ✓ Adults in the school are expected to exemplify polite, positive, courteous and tolerant interaction as role-models for the children.

### **Gold Traffic Light**

- ❖ Any child who has consistently shown Green behaviours throughout the week will be rewarded with a gold star/sticker on a Friday morning and their names moved onto the Golden Traffic Light.
- ❖ All members of staff will make a point of noticing children wearing the gold stars/stickers throughout Fridays to acknowledge their achievement.
- ❖ Children will be encouraged to wear their sticker home so parents are aware of their consistent good behaviour
- ❖ Any child who is on the Golden Traffic Light every week in a half term will receive a Gold certificate to take home.

### **Golden Time**

- ❖ Children who behave well in school and keep the Class Charter deserve to be rewarded. Golden Time is a privilege for all year groups from Year 1 - 6 on Friday afternoons.
- ❖ There is an entitlement of 20 minutes of Golden Time for every child in the school. During this time children take part in a planned activity or range of activities, which are fun and enjoyable.
- ❖ Golden Time is special and should be promoted as a highlight of the week.
- ❖ If a child is unable to behave according to the School Values or Class Charter and presents behaviour that is unacceptable, then sanctions are applied. These may include the loss of 5-minute periods of Golden Time in KSII and loss of 1-minute periods in KSI.

- ❖ Loss of Golden Time is serious and a child in this position will remain to watch the other children enjoying their special time to heighten the desire to be taking part in the session.
- ❖ Following the period of lost time, children are allowed to rejoin their class Golden Time activity.
- ❖ No child can lose all his/her Golden Time. They will always have a minimum of 5 minutes activity with their class.
- ❖ Lost time can be 'won' back through generous, thoughtful, co-operative actions, although 5 minutes in KSII and 3 minutes in KSI will always be held as a reminder that behaviour has been inappropriate at times during the week.

*The stages to alert that **Golden Time** is in jeopardy are as follows:*

- Stage 1** - child's name on the whiteboard
- Stage 2** - underlining the name (this is the warning that Golden Time will be lost next)
- Stage 3** - indication of minute/s lost next to name: Name 1 or Name 5  
Golden Time is deducted in multiples of 5 minutes in KSII and multiples of 1 minute in KSI.

### **Home School Agreements**

Tower Hill recognises that the development of a school community which is a secure and purposeful environment in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that successful implementation of this policy depends upon the support of parents. It is expected that parents or carers share the aims and content of this policy with their children and that at the beginning of each school year, parents/ carers and children sign the Home-School Agreement together to promote appropriate behaviour which will support best conduct and best learning.

### **Unacceptable Behaviour**

Whilst the emphasis in school on praise and positive encouragement is effective for the majority of children, we realise that there will be occasions when unacceptable behaviour occurs and sanctions will need to be used to redress this. Individual children will not be allowed to disrupt other children's education.

#### **1. In Class**

Pupils and staff have developed a Behaviour Traffic Light system for dealing with unacceptable behaviour around our school.

- ✓ Green Behaviours are the positive expected behaviours that allow all members of our community to make the most of their school experiences and are rewarded as described above.
- ✓ Yellow Behaviours are dealt with by the teacher using a range of normal classroom management techniques such as moving seat, not being given responsible jobs, loss of Golden Time, 1-2-3 Magic Behaviour Management technique etc. If a child repeats Yellow Behaviours in 1 day then the Pastoral Care Manager will be informed. She will then meet with the child during playtime or lunchtime and discuss the situation and remind them of

Green Behaviour expectations. If Yellow Behaviours are repeated across days they are considered to become Orange Behaviours.

- ✓ Orange Behaviours are more serious and will result in the Deputy or an Assistant Head being informed. One of them will then meet with the child and discuss the situation and decide on suitable consequences, e.g. loss of playtimes, apology letter. A phone call will be made to parents to inform them of the Orange behaviour and to expect a note with reply slip to be signed and returned to school.
- ✓ Red Behaviours are considered by the children to be most serious and will result in the Headteacher being informed. She will then meet with the child and discuss the situation and decide on suitable consequences, e.g. meeting with Parents/Carers, loss of privileges. A phone call will be made to parents to inform them of the Red behaviour and to expect a note with reply slip to be signed and returned to school.
- ✓ If two Red Behaviour or four Orange Behaviour incidents occur in the same half term, parents/carers will be invited in to meet with the Headteacher to discover if there is any cause for this behaviour and raise a 'Contract Card' to closely monitor and record behaviour for a specified period of time.
- ✓ The Headteacher sees children on Contract Cards by appointment, to monitor progress and 'sign off' children on successful completion of their Contract Card.
- ✓ Yellow, Orange and Red meetings will be recorded in the Behaviour file by members of the SLT
- ✓ Orange and Red behaviours will be recorded using *My Concern* software. This will enable members of SLT to monitor any emerging patterns or where any additional support may be needed for individuals or groups of children or their families
- ✓ To promote consistent adherence to this policy the SENCo or SENCo Assistant will alert class teachers to any behaviour records on *My Concern* involving any of the children in their class.

If the inappropriate behaviour continues then: -

- ✓ An appointment will be made with parents/carers to discuss the inappropriate behaviour, with strategies and possible steps to be taken in the future, including possible referral to other agencies. (This may be with or without the child as is most appropriate)
- ✓ Detention after school - 24 hours notice will be given to parents/carers.
- ✓ Fixed term exclusion (in line with the detailed procedures outlined in the Hampshire County Guidelines for Exclusion).
- ✓ Permanent exclusion (as above).

**The last two sanctions are to be used only as penultimate and last resort.**

## **2. At All Break-Times**

The following procedure will be followed by all supervisory staff, moving to the next sanction only if necessary:

- ✓ Yellow Behaviours to be recorded on Yellow cards and given to Senior LTSA at the end of lunchtime or Pastoral Care Manager at the end of playtimes in order that the procedures above can be instigated.
- ✓ The child will be given a restriction in the playground (area limitation for set number of breaks).
- ✓ The child will spend a set amount of time holding the supervisor's hand around the playground.
- ✓ In the event of an Orange or Red incident, the child(ren) will be removed from the playground straight away by a prefect or the adult on duty to sit by the SENCo's office. An Assistant Head, Deputy Head or Headteacher (as appropriate) will be informed.
- ✓ Extreme and/or repeated incidents, may result in the child being excluded at lunchtimes for a specified period. At this point the procedures outlined in Hampshire County Guidelines will be followed.

In the event of exceptional unacceptable behaviour, which could result in a child (which could be self) being injured or the likelihood of the behaviour influencing the breakdown of appropriate behaviour by others, either within the classroom or at playtime, the matter will be referred to the Headteacher or senior member of staff immediately.

Whilst physical restraint is not a preferred option at Tower Hill Primary School, we are very aware that all pupils, adults and school property must be protected in the event of extreme outbursts by children and that the **Department for Education's guidance on the Use of Reasonable Force (2013)** will apply, as set out in our *Physical Restraint Policy*.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **Good Behaviour Whilst Off The School Site**

Good behaviour is seen as paramount in maintaining the safety and well-being of children. Tower Hill will pursue this both on and off the school site and will promote the very best behaviour by our pupils on school visits and when out of school.

*Section 89 (5) of the Education and Inspections Act 2006* gives the Headteacher a specific statutory power to regulate pupils' behaviour in these circumstances '*to such extent as is reasonable*'.

Any non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or is reported to the school will be subject to investigation, parental involvement and may result in the school's ultimate sanction of exclusion, as age and incident appropriate.

Pupils may be subject to sanctions within the Behaviour Policy for any misbehaviour when:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or

- Wearing the school uniform or
- In some other way identifiable as a pupil at Tower Hill.

Sanctions may also be applied whether or not any of the above conditions apply if behaviour:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

### **Malicious Allegations Against Staff**

All allegations made by pupils against members of staff at the school or those contracted to operate on its premises will be thoroughly investigated in the pursuance of the safeguarding and well-being of the child and as per the most current *Keeping Children Safe in Education* statutory guidance.

If found to be malicious and without foundation, parents/carers will be contacted and invited to meet with the Headteacher and pupil in order to ascertain the reasons behind the breakdown of the relationship to cause such allegations.

The pupil will be punished as appropriate to age and accusation, which ultimately could be exclusion for a fixed period.

### **DEALING WITH INCIDENTS OF BULLYING**

Tower Hill School is a caring community. Bullying is regarded as totally unacceptable behaviour. If bullying does occur, it is treated as a very serious matter and all allegations will be carefully investigated.

#### **Definition**

We define bullying as: - **Deliberate and hurtful behaviour, towards an individual or individuals, repeated over a period of time.**

Bullying can take different forms and can be categorised in four main ways:

- 1) Verbal - e.g. Name calling, spreading rumours, persistent teasing.
- 2) Physical - e.g. Pushing, kicking, hitting, gestures or any form of violence or threat of violence
- 3) Emotional - e.g. tormenting, threatening ridicule, humiliation or exclusion from groups or activities.
- 4) Cyber - e.g. misuse of email, text messaging, social media and all areas of the internet. Misuse of associated technology i.e. camera and video facilities

**If bullying is suspected by any member of our community  
it must be reported immediately.**

Members of staff will report an incident to the Pastoral Care Manager who may then consult with the Headteacher. The parents/carers of both the child carrying out the threatening action(s) and those of the child who is the target of the action(s) will be informed and appropriate action will be taken. There will be an agreed course of action, which will prevent the action reoccurring and ensure that the injured party feels more secure within the school environment.

If any parent/carer believes their child (or any child to their knowledge) has been bullied, within the terms of the definition above, they should report this to the appropriate class teacher or the Pastoral Care Manager. The allegation will be investigated in confidence and a decision will be taken on appropriate action to be taken. The result of the investigation and any action taken will be reported back to all sets of parents/carers involved.

If a pupil believes that bullying has occurred they must be given every opportunity to report what has happened. This may be to their class teacher or any other adult known to them. That adult will then take the steps outlined above.

Within two weeks of any investigation being completed, the Headteacher or Pastoral Care Manager will contact all sets of parents/carers involved to ensure the situation has been fully resolved to the satisfaction of those involved. Should this not be the case further action may be taken as appropriate.

Details of any instance of bullying will be recorded using the *My Concern* software. Actions to be taken will be shared appropriately with members of staff to ensure that there is a consistent approach to the matter.

### **Whole School Strategies to Minimise Bullying**

- 1) Regular, planned programmes of work through the school's CPSHE and RR curriculum, including the Jigsaw Programme.
- 2) Use of Friendship Stop during playtimes
- 3) Regular planned 'Circle Time' to encourage all members of our community to talk openly about the issue.
- 4) Peer support for all those involved through 'Buddies' or 'Circle of Friends'
- 5) Peer Mentors for support with friendship skills
- 6) Children will be taught strategies to help them deal with bullying situations which they may encounter
- 7) Staff will respond calmly and consistently to allegations or incidents of bullying.
- 8) Each class will develop a 'Class Charter' to agree expected behaviours.

### **Children with Special Needs and/or Disability**

Whilst continuing to follow the Behaviour Policy, we do understand that some children have specific needs in this area, and they will follow an individual support plan. All children are supported to develop understanding of their own feelings and those of others by teachers during circle times and the CPSHE curriculum (see CPSHE policy), however some children may also require support through social skills groups, and by the ELSA (Emotional Literacy Support Assistant) or through time with our School Counsellor.

### **Managing Transitions**

All staff at Tower Hill understand that some children experience anxiety at times of transition and change and this may be displayed in negative behaviours. All classes have visual timetables and daily routines to support children to transition between different parts of the school day. Moving year group or key stage can be a time of great anxiety for some pupils. The SEND Team are able

to provide photo books for individual children showing the class and area of school they will be moving to and the adults they will be working with. Children transitioning into Year R and moving to KS3 may have additional visits to their new setting arranged to aid a smooth transition.

### **Roles and Responsibilities**

All adults within the school community have a responsibility to set an example to pupils in the manner in which they conduct themselves and speak to the children. Staff are aware of the importance of this example and the role of positive reinforcement promoting acceptable behaviour. When unacceptable behaviour occurs advice and support can be sought from any member of the senior leadership team. The Behaviour Co-ordinator for the school is the SENCo. The SLT may decide to further develop staff skills in managing behaviour through additional training either in-house or externally.

### **Monitoring and Evaluation Procedures**

The Behaviour Policy will be evaluated and reviewed annually by the teaching and support staff, led by the Headteacher, for recommendation to the Governing Body.

The success of the strategies used will be monitored using the individual tracking sheets in the Behaviour Record File and the *My Concern* software to see how frequently sanctions have been used with individual children, *with outcomes reported annually to the Governing Body in the first meeting of each school year, retrospectively.*

The Contract Cards, used with parents, contain room for comments and will show whether unacceptable behaviour has been modified.

**It must be emphasised that this policy is based on a positive ethos and praise and encouragement of good work and behaviour. The sanctions outlined above will only need to be instigated with a small number of children to ensure that all children have their entitlement to the best education in a safe, caring, happy environment.**