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**Totley All Saints  
Church of England Primary School**

# **Behaviour Policy**



*“I have come that they may have life,  
and have it to the full.”*

**John 10:10**

**Reviewed: September 2020  
Approved by Governors: Autumn 2020  
Date of next review: Autumn 2022**

# Behaviour



## Policy

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that we place the child at the centre of our school practice & want them to:

- experience the fullness of life (John 10:10)
- leave us with confidence & a positive self-image
- develop skills to make the correct choices
- be equipped with the necessary tools of self-regulation & resilience for the future.

At our school, we believe that behaviour management must be positive, confidence building & based in love and that any form of discipline must respect children's dignity & their rights. As we encourage positive behaviour, we find that our children learn to manage their own responses and dealings with all those around them making our school both happy and safe.

This policy should be read in conjunction with other policies which relate to wellbeing & safeguarding of our pupils, i.e. Safeguarding, Online Safety & Anti-Bullying.

### Aims

The main aim of this policy is to outline our common, agreed approach to promoting high standards of behaviour at Totley All Saints School. The staff and governors believe good behaviour is necessary in order for effective teaching and learning to take place & so that all children can reach their full potential.

We want all children to understand that their behaviour has an impact on others and themselves, both positive and negative. The consequences of this can lead to appropriate sanctions as necessary encouraging and supporting the child not to repeat that particular behaviour.

This policy is written in the belief that school can make a difference to a child's development. We recognise the high level of commitment and partnership required from everybody: children, parents, carers, staff and governors to put this policy into action.

Adaptations are made for children with Special Educational Needs & Disabilities (SEND) or those experiencing temporary upset or trauma, e.g. family difficulties or bereavement. This relies on a good partnership between home and school so that action can be taken at the earliest possible moment.

### Expectations of Positive Behaviour

A successful learning environment at our school involves:

- A welcoming Christian ethos, with an emphasis on "loving our neighbour"

- A school which follows the UN Convention on the Rights of the Child so that *'The best interest of the child are top priority in all decisions & actions that affect children.'* (Article 3)
- A stimulating, learning atmosphere where all can learn;
- Children demonstrating age-appropriate levels of self-discipline and self-motivation;
- Children responding positively to expectations made of them;
- All adults and children showing high standards of courtesy and respect towards one another;
- Children moving calmly and sensibly around the building;
- Children caring and helping one another;
- Emotional well being.

## Behaviour Management in Practice

Staff realise the importance of a consistent whole school approach to Behaviour and try at all times to be positive in their management of children. We believe that at all times, 'Discipline in schools must respect children's dignity & their rights' (Article 28).

They also place great value on every child's individuality and as such tailor the whole school approach appropriately for each child's needs. It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. However, examples of encouragement include:

- Positive words & praise;
- Ticks on a class tick sheet;
- Merit points;
- Stamp Cards;
- Certificates;
- golden/privilege time;
- class rewards;
- Child of the Day / Star Pupil Awards;
- Prizes.



Sanctions are given using a ladder of Warnings which children can go up & then down allowing children opportunity to change their behaviour.

- Pre-warning – a quiet word to ask pupils to sort things out before resorting to warnings;
- 1 warning – a warning against a child's name on the class Tick Sheet;
- 2 warnings – two minutes taken off break;
- 3 warnings – A full break missed;
- 4 warnings – parents are contacted to come in & discuss the issue & the child is put on a Behaviour Report (filled in after every lesson by teachers & sent home to be signed by parents);
- 5 warnings – Exclusion from class / school.

See also Appendix 1 for a list of general principles used in behaviour management.

## School Rules

The school rules are positive declarations of how to behave. The overarching principle is: 'Be in the right place, at the right time & doing the right thing!' This is then underpinned by 5 two worded rules:

- Follow instructions;
- Listen carefully;
- Work hard;
- Respect others;
- Keep Safe.

These are displayed around school in prominent places, are regularly revisited in assemblies and Circle Times.

## Positive Behaviour Practice

### Reward Systems

All of the school reward systems and possible sanctions are shared with the children at the beginning of each school year as part of the Establishment Phase by the Executive Headteacher / Head of School & class teachers. These are revisited at the beginning of each half term.

Positive behaviour & achievement is celebrated as part of Celebration Assembly each week through the giving of certificates & awards. Teachers also identify a pupil for their Star Pupil Award & this is also published in the weekly newspaper: Tottle Telegraph.

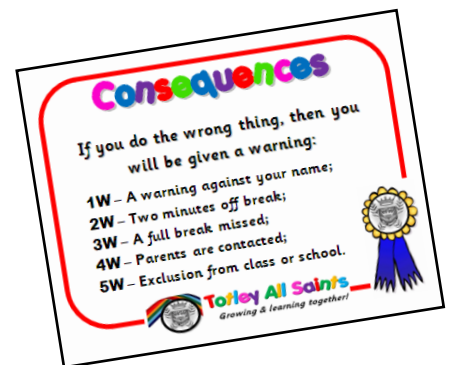
All children are divided into four Merit Teams: Ruby, Diamond, Sapphire & Emerald and children are given merit points for following the rules & helping each other. The winning team then votes for their Merit Treat - one of three options chosen by the School Council. This allows children to have their views, feelings & wishes in all matters considered.

### Taking Responsibility

In order to involve children productively and responsibly in school life, we encourage them to help with jobs around school. This particularly applies to Years 5 and 6 who apply for various positions and are interviewed by the School Council, Executive Headteacher / Head of School or an appropriate member of staff: e.g. Healthy Snack Shack Leaders, Playground Leaders, bell monitors, assembly monitors, etc.

### Class Reward Systems

Each teacher will use their own reward systems in class in order to promote good behaviour, for example smiley faces, child of the day, marbles in a jar. This is alongside the merit point system as well as the Tick Sheet which allows teachers to keep a record of ticks which build up to points on children's stamp cards.



### Playtime and lunchtime incidents

Teaching assistants, Lunch time Supervisors and other non-teaching members of staff fill in Incident Forms, briefly recording appropriate information and pass onto the class teacher who investigates and decides whether an appropriate sanction is necessary. These are put in the Incident Form File and are monitored by the Executive Headteacher / Head of School. Awards are also given to children nominated by the Lunch time Supervisors as part of Celebration Assembly each week

For further information see:

Appendix 1 – Behaviour Management

Appendix 2 - School Council

Appendix 3 – Parent involvement

Appendix 4 – Exclusion

Appendix 5 – Abbreviations and Terminology

## **Appendix 1 – Behaviour Management**

The following principles have been discussed and agreed by staff. This is all part of our commitment that ‘The best interest of the child must be top priority in all decisions & actions that affect children’ (Article 3) & that ‘Discipline in schools must respect children’s dignity & their rights’ (Article 28).

- Well-planned challenging learning is crucial in order to motivate children. We understand that boredom can occur when children are insufficiently stimulated, are left too long on a particular task or are given insufficient feedback about their progress.
- All staff aim for a positive classroom climate where praise is regularly available. We aim to “catch the child being good”. However we recognise that praise should inform and that praise used sparingly with constructive criticism is more valuable than abundant praise which lacks substance.
- A well organised classroom is vital to ensure that children are able to be as independent as possible.
- For much of the time reprimands should be used sparingly and quietly. It is important to try and intervene early in order to stop unacceptable behaviour escalating.
- At all times it should be made clear that it is the behaviour which is unacceptable not the child.
- Unfavourable comparisons with other children or siblings should be avoided.
- Children who find it difficult to behave are the responsibility of all staff and not just the class teacher.
- The Executive Headteacher / Head of School should only be used as a final resort for dealing with unacceptable behaviour i.e. serious physical violence, abusive behaviour, bullying, gender and racism problems and serious recurrent problems.
- Mass punishment of a class or group due to individuals is unacceptable.
- In a confrontational situation staff are aware of the need to try and keep their voice low,

arms still and posture relaxed in order to diffuse the situation.

At certain times “time out” may be appropriate and it is school practice to send FS2 to Y1, Y1 to Y2, Y3 to Y4, Y4 to Y5 and Y5 and Y6 to each other. The amount of time will be dependent on the situation and relayed by note from the teacher.

The school has a separate Anti-Bullying Policy which operates in conjunction with this Behaviour Policy.

## **Appendix 2 – School Council**

A School Council is in operation and meets regularly to involve the children in decision making. Each class from Y1 to Y6 elect two members who seek the views of their classmates about issues which should be raised at meetings. This shows our commitment to children being given opportunity to ‘express their views, feelings & wishes in all matters affecting them & to have their views considered & taken seriously’ (Article 12).

## **Appendix 3 – Parent Partnership**

Where a child has behaviour issues that give cause for concern, the class teacher will either meet with the parents/carers informally before or after school or discuss the issues over the telephone.

If the problem persists the class teacher will arrange to meet with the parents and child on a regular basis (this will depend on the age of the child and the seriousness of the issue). At this meeting strategies will be agreed to improve the child’s behaviour. If appropriate this meeting may also consider whether the behavioural needs of the child are actually Special Educational Needs (SEN). The Executive Headteacher / Head of School / SEN Coordinator may be involved in possible strategies at this stage.

If the behaviour does not improve the Executive Headteacher / Head of School / SENCo will be involved. The child will be given a One Page Profile with targets (if not already at this stage) and the Local Authority Behaviour Support Team may be asked to support and advise. At all stages the involvement of the child’s parents / carers is crucial. At any point a Pastoral Support Programme could be considered. These represent “best practice” and can be used to document measures already taken. They are also a good way of measuring outcomes of a multi-agency meeting. If a child is at risk of permanent exclusion it must be communicated to the Children’s and Young People’s Directorate and recorded either on the PSP or at a review with parents/carers.

## **Appendix 4 – Exclusion**

Exclusion is the last resort and will only be used in response:

- to serious breaches of school’s behaviour policy
- and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school

Totley All Saints follows the exclusion procedures recommended by the Local Authority which can be found in the separate document “Exclusion Procedures”.

Further guidance can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

## **Appendix 5 – Abbreviations and Terminology**

FS2 – Foundation Stage Two (Reception, 4-5 year olds)

KS1 – Key Stage One (Y1, Y2)

KS2 – Key Stage Two (Y3 – Y6)

MDS – Midday Supervisor

SEN – Special Educational Needs

SENCo – Special Educational Needs Coordinator. Also referred to as “Inclusion Manager”.