

## Behaviour Policy for Tranmere Park Primary School

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### Rationale

We are committed to providing a safe and positive working environment for all members of the Tranmere community.

We expect tolerance, politeness and kindness.

Tranmere Park Primary School does not tolerate any form of bullying or harassment directed at anyone within the school.

Verbal or physical attacks, name calling or isolating individuals from groups are all treated with the utmost seriousness.

We rely upon a small number of whole school rules which members of the school community are expected to follow.

We will always try to ensure that boundaries between acceptable and unacceptable behaviour are clear.

Where behaviour is unacceptable, individuals will be given every opportunity to understand what it is they have done wrong. Repeated infringements will result in sanctions such as loss of privileges. If problems arise, parents will be advised of any action that is to be taken. In applying the behaviour policy we will ensure that rewards and sanctions are applied fairly and consistently.

### Ethos

At Tranmere Park Primary School we have high expectations of all children and provide a safe and high quality environment in which to learn.

We understand that positive behaviour is built on **positive relationships** - amongst staff, pupils and visitors.

We follow our ethos of:

'Be yourself. Be your best. Be Team Tranmere', encouraging all members of the school community towards positive choices, while accepting that some may find this easier than others.

We expect good behaviour, and ensure that our teaching promotes this.

We always strive to ensure that social and relational learning features in classroom practice, in the same way that more classically academic learning does.

### School Rules

At Tranmere Park Primary School our rules are :-

**T**ake care of our school and everyone in it.

**E**veryone included, everyone kind.

**A**lways show behaviour for learning.

**M**ove around school sensibly and quietly\*.

\*Tranmere are currently trialling 'Tranmere Travel' in a way to promote positive movement around the school. The Three Cs -*Calm, Careful, Considerate*- should be referenced and promoted wherever movement occurs.

### Learning Behaviours

Each half-term has a Learning Behaviour which provides the focus for assemblies, PSHCE sessions in class, as well as other social learning. These Learning Behaviours have been selected and developed by the staff to target focus areas of meta-learning and social development pertinent to our school community and pertinent to children growing up in today's society more generally.

The Learning Behaviours should be referenced frequently by all staff, and should be present in class targets and individual pupil targets. These will be displayed in classrooms.

S.L.A.N.T. (Sitting up straight, Listening, Asking/Answering questions, Nodding, Track the speaker) is used in classes to promote positive focus.

### Rewards

Our behaviour policy is based on a positive approach, where rewards and encouragement are the main

strategies used to promote good behaviour. We use many opportunities to praise and reward children including:

Praise given in class or around school - may be verbal, non-verbal or written

Positive comments written on work

Being nominated for a 'special mention' in Thursday assembly - two children from each class: one for exemplifying the current half-term's Learning Behaviour, one for outstanding effort/attainment

Being awarded team points and an opportunity to gain certificates and merit awards

Individual children can be awarded points for their team which are counted each week. This system allows children to be rewarded as individuals and also encourages and motivates children to work with a team - Pegasus, Minotaur, Phoenix, and Hydra - to play their part as a team member. All staff, including lunchtime and cleaning staff, can award team points. They are awarded for good work, positive attitudes, politeness, effort etc.

### **Sanctions**

If children display inappropriate or poor behaviour, sanctions should be employed swiftly, consistently, and discretely. Sanctions should be proportionate and reasonable.

The teacher should record movement through the behaviour system discretely to ensure consistency and accuracy.

One verbal warning from the teacher explaining the problem clearly, referring to the school/class rule being broken: "Michael, you are not showing behaviour for learning, that is a reminder."

Should problem behaviour persist, the child moves to AMBER

Should problem behaviour persist, the child moves to RED\* and 20 minutes is taken from the nearest break time

Any incidence of disrespect towards staff, or physical violence will immediately receive a RED sanction.

RED-Duty is staffed by a member of the Senior Leadership Team (SLT) each day, and children should be brought to this team member at the appropriate time, for 20 minutes (morning break for RED before 10.30AM, or in previous day's afternoon session or lunchtime for RED after morning break).

A third repetition of the RED sanction will result in the child being sent to the headteacher/deputy for discussion, and school will contact/invite parents into school to alert them.

If a child receives a further three RED sanctions in the following half-term, they will be placed on 'Report' for a period of one week. During this time, they will be required to check in with a designated member of the SLT at the end of each session (morning and afternoon) to evaluate their day. If children manage to regulate their behaviour at this point and receive no more than one RED sanction in the five day period, the child successfully moves back off report.

If a child continues on the report system beyond two weeks, they will be required to check in with a member of SLT after each session during the day: AM1, AM2, Break time, AM3, Lunch, PM1, PM2.

\*Any incidence of a RED Sanction should be recorded on CPOMS, and on the RED-follow up sheet (linked from the staff homepage) to ensure that staff/parental communication is maintained.

**Senior Leaders are always available to discuss behaviour management strategies and issues with staff members.**

### **Break time Behaviour**

Break time sanctions follow the same procedures as explained for in-school behaviour.

At the end of break time and at the start of the day, the whistle will be blown to signal the children to line up in classes. The children should line up and wait in silence before being sent to their classrooms.

Continued short blasts of the whistle would signal an emergency and all children should immediately begin the invacuation procedure.

Playground equipment is provided and no equipment should be brought from home.

Football is only played on the playground on designated days.

No children should be in school unsupervised.

Wet-lunch times: Each classroom within each phase will have a designated activity during wet-lunchtime. (crafts, board games, DVD, reading) and the children may choose which room they would like to access. Children must stay in the room they have chosen; stay seated; maintain a reasonable volume. Lunch time staff will supervise all classrooms.

Wet-break times: These will follow the same procedure but children will stay in their own classrooms. Staff on duty will supervise all classrooms across each phase.

#### **School Learning Mentor**

The Learning Mentor's role is to support all children in school. He/she may be asked to provide support with an individual's behaviour at the request of the class teachers/parents/other members of staff.

The Learning Mentor may work with other outside agencies to support children with particular needs.

The Learning Mentor should work with the child's class-teacher, providing regular communication about all situations involving pupils of the class.

Any communication - verbal or otherwise - should be recorded on CPOMS.

#### **The Role of Staff**

Children are treated fairly and respectfully at all times.

Staff at Tranmere do not shout in response to poor behaviour.

Staff in school work together to ensure the policy is consistently applied. All staff should ensure that:

- Children are aware and regularly reminded of school routines and rules.
- Children receive positive verbal and non-verbal communication as a response to good behaviour/effort
- Lunchtime/temporary staff are aware of information related to a child's/children's behaviour to ensure that all disputes are resolved fairly
- Children have an opportunity to provide information/voice their points of view, although this may not be immediate
- Playtimes are well supervised and resourced indoors/outdoors
- Parents/carers are informed of any significant concerns school have about a child's behaviour

#### **The School Council**

The school council of elected representatives helps to support the school behaviour policy through discussion with the Headteacher, Learning Mentor and with their respective classes. The school council contributes to policy reviews.

Please refer to these additional policies to supplement this one: Teaching and Learning, Equalities, SEND, Marking and Feedback, More Able, Curriculum.

Tranmere Park Primary School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.

#### **Care and Control – Restrictive Physical Intervention**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder which interferes with the learning of others

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

#### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **Prevent Duty**

Our duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

All staff have received training in the Prevent Duty and new staff are provided with training on this as part of our induction process. If any person has concerns about the potential for radicalisation of our pupils, they should report this to one of the Designated Safeguarding Leads and staff should record this information directly onto CPOMS. Further information about the Prevent Duty is available on request.