



**Abbas and Templecombe
Church of England Primary School**
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Behaviour Policy

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Behaviour is part of ‘Children Matter’

It is essential that all staff treat behaviour as a part of our broader ‘Children Matter’ work. There is always a reason for behaviour either positive or negative and it is our role to uncover these antecedents (triggers) and proactively assist pupils in moving away from negative behaviours. By discovering the root of pupils behaviour choices we will be really well placed to make a lasting and positive difference in a child’s life.

Our Values

When addressing ‘Children Matter’ issues, staff must reference incidents/solutions to our core values, e.g. when reprimanding a child for poor behaviour ... *‘Your actions have not demonstrated our Value of Love’*.

Our Values are at the core of all of our ‘Children Matter’ work:

- **Love** – a strong feeling of affection and/or a great interest and pleasure in something.
- **Inspire** – the process of being mentally stimulated to do or feel something, especially to do something creative.
- **Respect** – a feeling of admiration towards someone or something, that lead you to actions that reflect that esteem.
- **Perseverance** – when you keep doing something despite difficulty or delay in achieving success.

Aims of our Behaviour Policy

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

BEHAVIOUR POLICY - BACKGROUND

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Positive Behaviour – recognising and awarding

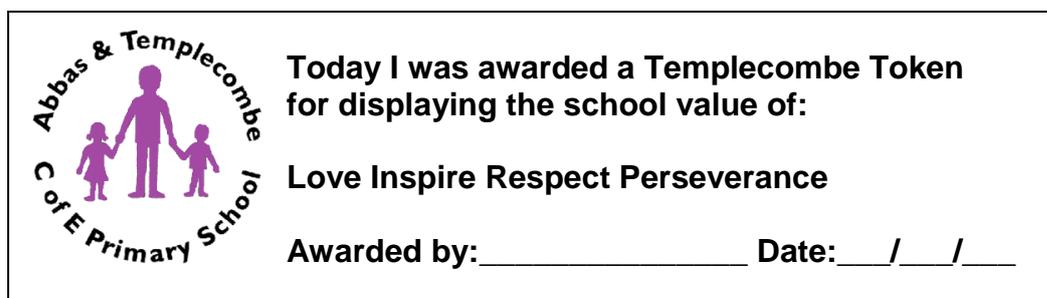
House Point System – Templecombe Tokens - A System Totally Linked To Our Values

Templecombe Tokens (house-point system) are our means of rewarding pupils who demonstrate our values and to provide a competitive element between groups of children. All children and staff in school belong to one of three 'houses' and these are named after trees found on our school grounds; Willow, Beech and Chestnut. All siblings are in the same house.

Members of staff reward children with a Templecombe Token for demonstrating one of our school values. When doing so, the member of staff gives the child a coloured token:

- Love = Red
- Respect = Green
- Inspire = Yellow
- Perseverance = Blue

The children put these tokens into our special 'Templecombe Tokens' collection unit in the school foyer (there is one tub for each of our three houses). The member of staff also awards the child with a sticker which indicates the value that he/she has demonstrated. The sticker design is shown below:



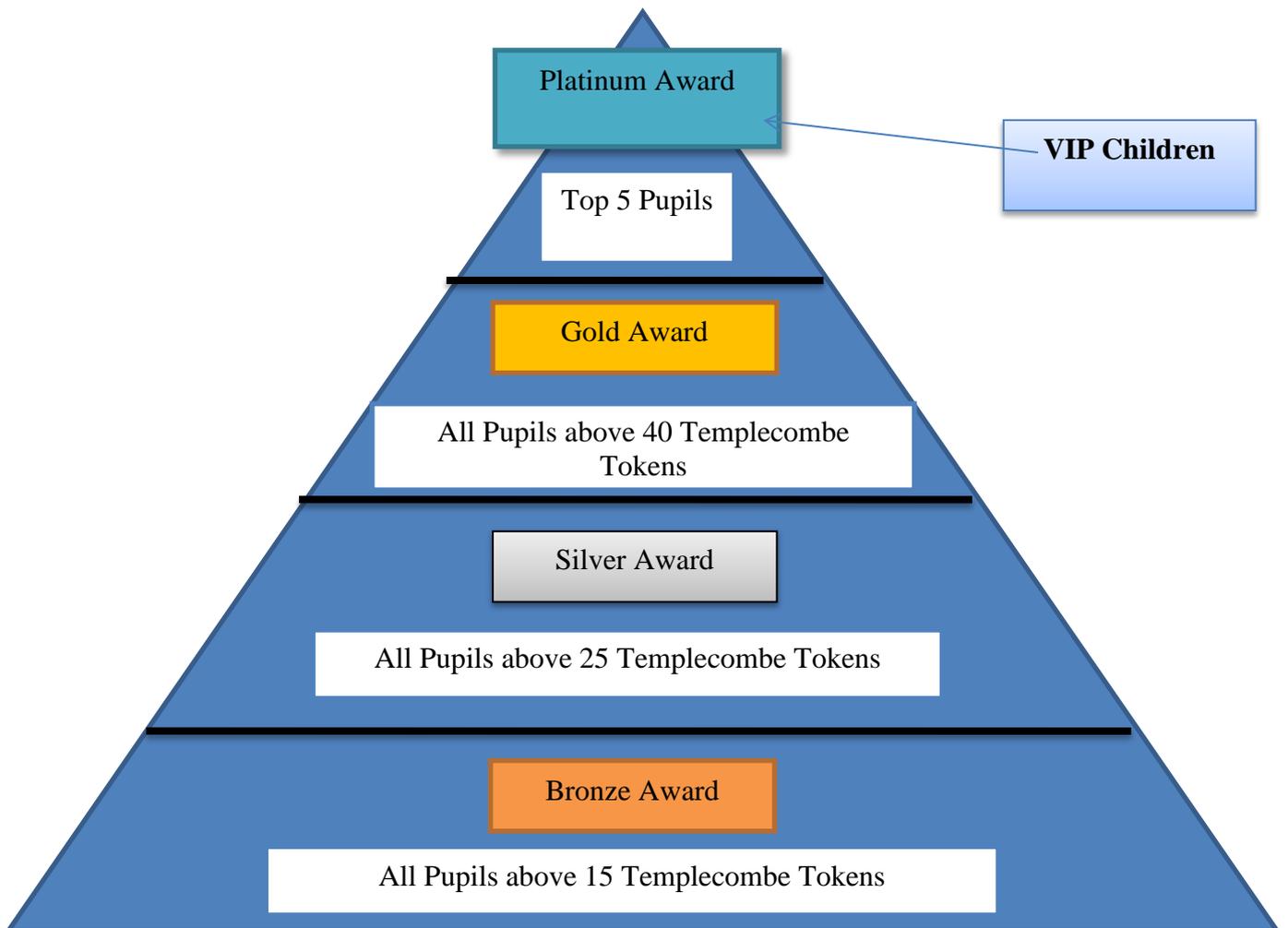
There are four Templecombe Token colours, with each of the tokens representing one of the school values. A child will be awarded the token that represents the value in which he/she has excelled. For example, for 'Love' a child may show great companionship towards a fellow pupil when they are unwell; for 'Inspire' a child may have completed a great piece of work that was shared with the class/year group/whole school; for 'Respect' a child may have demonstrated kindness to another member of our school community or building and for 'Perseverance' a child may have kept going at a task even when they found it hard and were tempted to give up.

The termly totals are read out in a celebration assembly at the end of each term, and a Templecombe Token Trophy is presented to the winning house (i.e. the house with the greatest number of Templecombe Tokens overall).

There are also four certificates which represent the four school values – so a house could still win a specific award for a value but not be the overall winner. All certificates are displayed in the school entrance area.

At the end of each term, the house with the overall highest score is allowed a treat, which is agreed with the Head Teacher, e.g. a non-school uniform day for their house.

There are also special Individual Awards for children who receive set numbers of Templecombe Tokens:



The Platinum Awards are celebrated termly while Gold, Silver and Bronze Awards are an accumulation of Templecombe Tokens that have been awarded throughout the academic year. The 'chart' above shows how many Templecombe Tokens a child must receive to be awarded at Bronze, Silver, Gold or Platinum levels.

Bronze, Silver and Gold Award winners receive special certificates in our end of term parent's celebration assembly.

The Platinum Award winners, also awarded in the celebration assembly, are presented with a platinum certificate and the privilege of being an 'Abbas and Templecombe VIP' for the day (during the following term). As a VIP, a child has lunch with the Senior Leadership Team, assists in the school assembly and receives various other exciting rewards which are decided by the School Council.

Step-By Step Guide about Templecombe Tokens:

1. Every member of staff has 16 Templecombe Tokens a week to award.
2. Templecombe Tokens and Templecombe Token Stickers are stored in the office for staff to replenish their stock.
3. Issue a child with a Templecombe Token Sticker – highlighting the value which he/she has achieved.
4. Issue a child with a Templecombe Token – for him/her to deposit in his/her House 'Templecombe Token Bank Account'.
5. Teachers record the value of the Templecombe Token in their class recording grid.
6. When a child has achieved a landmark value, the office staff will prepare their certificate ahead of the next monthly Praise Assembly, where they will be awarded.

Negative Behaviours

Behaviours that fall into this category must always be fully investigated by staff. If we do not invest in listening to children, asking searching questions and taking decisive actions then negative behaviour persists and 'victims' of this type of behaviour lose faith in adults to protect them.

If a child's behaviour is deemed to be endangering other children or if staff feel they require extra support, they should send a red card to the school office where supporting staff will be sent to assist. Lunchtime and Forest School staff can also use their walkie talkies to summon help.

The majority of our staff are Team Teach trained – please see our Positive Handling Policy to understand this aspect of our work.

Behaviour Procedures (See Appendixes A)

We have four 'Stages' related to our Negative Behaviour Procedures:

Behaviour Procedures – Stage 1

If a child misbehaves the member of staff currently responsible for that child must address the matter - sanctions available here may include:

- Loss of a class privilege – for example sitting on a bench in assembly, having an independent opportunity to visit the library, loss of choosing time
- 'Reflection Time' within the classroom – for example standing on a 'thinking spot' or sitting apart from others so as to focus without distracting others

We expect the vast majority of minor misdemeanours to be resolved in this way.

Sanctions should not include:

- Asking the child to sit outside the classroom
- Asking the child to stay inside at lunch time or break time (see Stages 2 or 3)
- Asking the child to complete 'extra' work. Work must never be provided as a 'punishment'. Work is to be promoted positively at all times.

Stage 1 misbehaviour does not need to be recorded unless it represents a pattern or unless a member of the SLT asks for an on-going record to be kept.

Behaviour Procedures – Stage 2

If the member of staff currently responsible for a child judges that the child's misbehaviour should be addressed by another member of staff (class teacher or reciprocal teacher) then the child must be referred by the member of staff to the most appropriate member of staff.

That staff member will determine an applicable and age-appropriate sanction. For example the child may join another class for the lesson to remove him/her from his/her 'audience' and to ensure that he/she is still engaged in a meaningful learning activity or Parents/Carers may be informed so that we can work in partnership to address the concern/matter/incident.

If this sanction includes loss of break time, then the staff member or Class Teacher is responsible for asking the break time Duty Teacher to supervise the child as they stand/walk together at playtime. (This is our break time detention strategy as children cannot stay inside at break time unless they are ill.)

Sanctions should not include:

- Asking the child to sit outside the classroom
- Asking the child to complete 'extra' work. Work must never be provided as a 'punishment'. Work is to be promoted positively at all times.

Stage 2 misbehaviour must be recorded on a 'Children Matter' Form, to be completed by the member of staff who first addressed the situation, updated by the supporting staff member with their actions and handed to the Head Teacher.

Behaviour Procedures – Stage 3

If a child's poor behaviour is judged by the staff member to be significant, for example:

- if another child is hurt
- if the child's behaviour is physically violent
- if the child refuses to comply with a member of staff's instructions
- if the child's behaviour is 'low level' but demonstrates a pattern

Then the behaviour must be recorded on a 'Children Matter' Form, to be completed by the member of staff who first addressed the situation, updated by any supporting staff with their actions and handed to the Head Teacher (Behaviour) for further investigation and sanction.

The Head Teacher will prioritise behaviour incidents at this and level 4 over all other matters apart from safeguarding / safety issues.

Sanctions which the Head Teacher may impose at this level include:

- Loss of lunch break where the child receives a detention which includes completing a Behaviour 'Self-Talk' activity supervised by the Head Teacher / a senior member of staff.
- Requiring the child to stand by the member of staff on morning breaktime duty (this is our break time detention strategy as children cannot stay inside at break time unless they are ill).
- Informing Parents/Carers so that we can work in partnership to address the concern/matter/incident.

To reiterate, Stage 3 misbehaviour must be recorded on a 'Children Matter' Form, to be completed by the member of staff who first addressed the situation, updated by any supporting staff and Head Teacher with their actions.

Behaviour Procedures – Stage 4

If at any time the behaviour of a child is so significantly poor or if the impact of a child's poor behaviour on another child is significant/traumatic (considered to be bullying in nature) then the member of staff directly responsible for that child must refer the child straight to the Head Teacher or Deputy Head Teacher in his absence. This would be a rare occurrence.

Sanctions which the Head Teacher can impose include:

- All of those detailed at Stage 3
- Internally excluding the child (i.e. the child is temporarily taken out of his/her class to work at a designated place in school – normally inside the Head Teacher's office) for a fixed period of time
- Externally excluding the child for a fixed period of time (i.e. the child is not allowed to attend school due to the level of their poor behaviour for a fixed period of time). Authority for a lengthy Fixed Term Exclusion is required from the Chair of Governors.
- Externally excluding the child on a permanent basis (i.e. the child is required to leave the school due to the level of their poor behaviour). Authority for a Permanent Exclusion is required from the Full Governing Body.

In all of these instances the Head Teacher would inform parents and keep them fully apprised of the situation. The Head Teacher must also inform the Local Authority in the event of any external exclusion. Due to our 'Children Matter' systems and support processes, any form of exclusion is rare and external exclusions are very rare.

Anti-Bullying

What is Bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (DfE, 2017)

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying (please refer to the E-Safety policy)
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Where bullying may happen

Bullying may happen anywhere. School staff have the power to discipline pupils for misbehaving outside the school premises if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Where bullying occurs outside school, we may impose disciplinary sanction and implement this sanction on school premises while the pupil is under lawful control of school staff e.g. on a school trip.

What Bullying is not

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- rough play
- falling out with friends (often they make-up)
- accidental injury
- loss of temper during playtime games
- one-off arguments (or even fights)

- teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children's development to develop the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to our Behaviour Procedures.

If behaviour is identified as bullying in nature then it will be treated as a Stage 4 issue and a safeguarding concern. The Head Teacher will lead the school's response and parental engagement is vital in bringing about a lasting change in behaviours. The school's response to uncovering a bullying issue will be swift and decisive, but will differ depending on the nature of the type of bullying.

Record Keeping:

Children Matter 2018-2019 Form

The school has devised a 'Children Matter 2018-2019 Form' (available electronically within 'Staff Shared - Children Matter' or in paper format from the photocopy room) which must be used to record:

- **all** incidents/concerns/matters linked to Safeguarding
- **all** incidents/concerns/matters linked to Racism
- **all** incidents/concerns/matters linked to E-Safety
- any incidents/concerns/matters linked to Pastoral Care, Behaviour or 'Other' areas which are of any significance and which require follow-up beyond the member of staff first dealing with the incident/matter/concern. Similarly any incidents/matters/concerns which indicate a 'pattern' must be recorded.

All staff are responsible for completing Section A of the 'Children Matter Form' on the day that an incident/concern/matter occurs and for handing it to the correct member of the 'Children Matter' Team, namely:

- Head Teacher if it is a Safeguarding concern/matter/incident
- Head Teacher if it is a Behaviour concern/matter/incident
- Head Teacher if it is a Racial concern/matter/incident
- EWaN if it is a Pastoral Care concern/matter/incident
- Head Teacher if it is a 'Other' concern/matter/incident
- ICT Leader if it is an E-Safety concern/matter/incident – ICT Leader to share with Safeguarding Lead if appropriate

Safeguarding concerns must be reported immediately to the Safeguarding Leader (Head Teacher) regardless of other work in which this post holder is involved at the time. If the Safeguarding Leader is offsite then concerns must be reported immediately to the Deputy Safeguarding leader (SENCo) who will ensure she deals with the concern as a matter of utmost urgency. In the case that neither of these staff are on site, then the concern should be passed to the Deputy Head Teacher who will deal with the concern and liaise where possible with the Safeguarding Leader / Deputy Safeguarding Leader.



Children Matter 2018-2019 Form

‘We are committed to safeguarding and promoting the welfare of all our children’

This form must be completed with full reference to the ‘Behaviour and Safeguarding Policies

SECTION A

All sections shaded grey must be completed by the Member of Staff who is reporting this Concern/Matter/Incident.

Child’s name	
Class	
Date of Concern/Matter/Incident (dd/mm/yy)	

Name of person completing SECTION A	
Role of person completing SECTION A	

The nature of the ‘concern/matter/incident’ (*please tick*):

Safeguarding		Once Section A has been completed this form <u>must</u> be handed to: <ul style="list-style-type: none"> ▪ Head Teacher if it is a Safeguarding concern/matter/incident ▪ Head Teacher if it is a Behaviour concern/matter/incident ▪ Head Teacher if it is a Racial concern/matter/incident ▪ EWaN if it is a Pastoral Care concern/matter/incident ▪ Head Teacher if it is a ‘Other’ concern/matter/incident ▪ ICT Leader if it is an E-Safety concern/matter/incident
Pastoral Care		
Behaviour		
E-Safety		
Racial		
Other		

Who? What? Where? When? ... The Concern / Matter / Incident:

SECTION B

To be filled in and actioned by the person to whom the form is handed.

<u>Person / Organisation Informed?</u>		<u>Informed By</u>	<u>Date Of Being Informed</u>	<u>Given A Copy Of This Form</u>	
Class Teacher	Yes No			Yes	No
Key Stage Leader	Yes No			Yes	No
SENCO	Yes No			Yes	No
Parent	Yes No			Yes	No
Social Services	Yes No			Yes	No
Head Teacher	Yes No			Yes	No
Deputy Head Teacher	Yes No			Yes	No
EWaN	Yes No			Yes	No

<u>Consequences For The Child</u> <i>(if applicable – mainly Behaviour-related)</i>		<u>Date(s)</u>	Copies of the following must be attached to this form:
Break time sanction	Yes No		<ul style="list-style-type: none"> • Child Self-Evaluation Sheet • Any official letters/paperwork
Loss of Lunch Time Break	Yes No		
Internal Exclusion	Yes No		
Fixed Term Exclusion	Yes No		
Permanent Exclusion	Yes No		

Further Notes If Applicable

Please continue on a separate sheet and attach it to this form if more space is required.

Advice given by Social Services (include professionals name and contact details)

<u>Updated on Children Matter spreadsheet by:</u>		<u>Date of spreadsheet update:</u>	
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