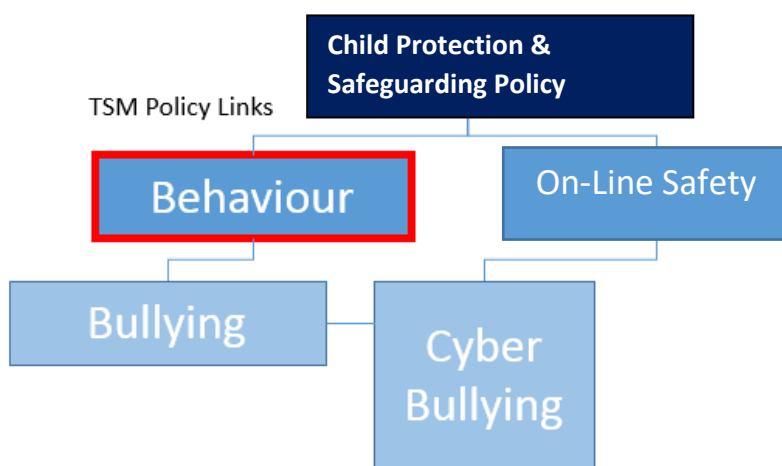




# TRIMLEY ST. MARTIN

## Behaviour Policy 20-21



Trimley St Martin Primary School  
Created August 2014  
Updated August 2020

# TSM Behaviour Policy

## Rationale

Everyone at Trimley St Martin Primary School has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

Our aim is that all of the children should be able to behave in socially acceptable ways. To be socially acceptable, we believe that children should be able to:

- ✓ treat other children and adults with respect
- ✓ speak politely to other people
- ✓ have self-confidence and high self-esteem.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues.

## To encourage this, the staff will:

- ✓ create an environment which encourages and reinforces good behaviour
- ✓ encourage **consistency** of response to both positive and negative behaviour
- ✓ promote self-esteem, self-discipline and positive relationships
- ✓ treat all children and adults with respect
- ✓ speak politely to all other people
- ✓ praise children's efforts and achievements as often as they can
- ✓ define acceptable standards of behaviour, explaining to children what they should have done or said when they get it wrong
- ✓ tell parents about their child's efforts and achievements and encourage their involvement in the implementation of this policy
- ✓ avoid using critical or sarcastic language.

## We will not accept the following behaviour from children or adults:

- ✓ use of rude or unkind language
- ✓ hitting, kicking, biting or other such physical responses
- ✓ racist, homophobic or sexist remarks
- ✓ racialisation or extremist ideologies.
- ✓ **deliberately coughing or spitting in someone's face.**

## If such behaviour occurs: Children:

We will support children to understand what it is they have done wrong and help them to explain what they should have done or said [or not said]. If the behaviour is repeated, we will follow the flow chart that is displayed in all classrooms (Appendix ii). We will try to find out why the child is behaving this way and then treat the situation accordingly.

## Adults (parents):

Parents are expected to provide positive role models to our children and aggressive or rude behaviour and language will not be tolerated.

If an incident is reported, the headteacher will investigate and speak to the adults concerned.

Hopefully the parent will understand that their behaviour is socially unacceptable and refrain from future incidents.

If it continues then the headteacher may request that the parent does not enter the playground for a period of time or that they always speak to staff with another member of staff present.

Should the unacceptable behaviour continue the parent may be formally excluded from the premises by a letter from the chair of governors. The situation will then be reviewed every half term.

## Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Our PSHE curriculum is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate. To do their work on time.
To have appropriate access to the school's facilities.	To share equipment. To care and be responsible for equipment.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be receptive and cooperative.
To work and play within a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To inform an adult when something is perceived as wrong or unfair. Not to put others down. Not to dominate.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the organisation and discipline of the school. This is a collective responsibility and includes discipline inside and outside the classroom. To prepare lessons thoughtfully, taking into account specific behavioural needs where appropriate. To minimise risk eg sensitive grouping of children within the class or set.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally for other members of staff.
To be involved in a collaborative decision making model within the school (management framework).	To consult with each other and reach agreement. To make an effort to be involved.
To be treated with courtesy by all.	To treat others with courtesy.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To follow up time-out with 1:1 discussion with child.

To contact, and have back-up and cooperation from parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. (It is important to let the HT or AHT know that a meeting is to take place where possible and certainly of the outcomes). To be approachable, to listen, to make the time, to act on information.
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Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and be informed of the decision-making processes.	To make every effort to be involved when the opportunity arises.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy (through the use of questionnaires etc.). To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

## Golden Rules and Rewards

We have a positive approach to behaviour management which involves rules, rewards and consequences. The hand reminds us of our school code of behaviour:

<ul style="list-style-type: none"> <li>• We are honest</li> <li>• We look after property</li> <li>• We listen</li> <li>• We are kind and helpful</li> <li>• We are gentle</li> <li>• We work hard</li> </ul>
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## The Colour System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Sunshine system, which can be found in each classroom.

- Every child starts with their name on the GREEN. (*Sun*) It is an expectation that this is where they will remain when they follow instructions and requests in an appropriate manner. Good behaviour, courteousness to others and hard work are qualities we expect from all children, however If a child exceeds those expectations, the child may be sent to Headteacher or parents informed (*move onto the rainbow*)
- If a child displays fairly mild negative behaviour which is disrupting the class or safe play a child will get a warning about their behaviour and a reminder to make the right choice. This may be a verbal or non-verbal reminder. If the negative behaviour continues, the child's name will be moved onto the AMBER circle. (*Rain cloud*)

- If the child then makes a change and their behaviour becomes positive, the child can raise themselves back onto the GREEN. (*Sun*)
- If the initial warnings fail to impact on the child's inappropriate behaviour, the child's name will be moved onto the RED circle. The child will then need to complete a 'Time to think' sheet. (*Thunder Cloud*)
- In order to complete the sheet, children will be sent to an exchange class
  - Year 5 < > Year 6
  - Year 4 < > Year 3
  - Year 2 < > Year 1
  - Year R > Year 2
  - The Exchange Class teacher will not stop teaching their own class to discuss the sheet with the child. Once the child is calm and the sheet is completed he or she *must take their sheets to the exchange class teacher*. The contents will be discussed with the child to ensure he/she
    - has fully understood the consequences of his/her actions;
    - understands his/her responsibility with regard to those actions;
    - understands how to make amends.
  - The Teacher will sign the sheets and enter the incident in the School Behaviour Log. This will then be sent home to the parents by the class teacher.

As Covid-19 restricts mixing, children will complete the 'Time to Think' sheet, outside of the classroom with an adult from their bubble.

At the end of each half term, a printout will be sent to parents of those children who have **repeatedly** completed the behaviour forms will be sent out. The sheet will give an indication of the reasons for losing the time.

#### EXAMPLES OF AMBER BEHAVIOUR (Verbal Warning)

- Not listening
- Fidgeting
- Rocking on chair
- Talking out of turn
- Calling out/making silly noises
- Disturbing others
- Wandering around the classroom
- Disorganisation
- Careless treatment of property
- Flicking objects
- Not working in a group situation
- Inappropriate responses to reminders about behaviour
- Talking/pushing/running at any time when moving around the school or lining up
- Unacceptable play likely to cause or causing upset or injury

#### EXAMPLES OF RED BEHAVIOUR

- **A failure to respond to warnings at AMBER**
- Unwillingness/refusal to cooperate/follow instructions
- Throwing objects
- Blatant disobedience
- Inappropriate language
- Defacing others' work

- Swearing
- Fighting

## EXAMPLES OF RED SERIOUS BEHAVIOUR

- Persistent inappropriate behaviour
- Racist comments or abuse
- Spitting
- Deliberately hurting another child physically or emotionally
- Bullying
- Stealing
- Damaging others' property
- Rudeness to any adult
- Breaching of health and safety issues - **deliberately coughing or spitting in someone's face**

## Playground Rules

- We are **gentle** when we play.
- We are **kind** and **helpful** towards others.
- We **respect** everyone's games.
- We look after the playground.
- We **listen to** and **follow** the playground rules.
- We are **honest** with each other.

## Classroom Rules

- We have the right to learn
- We have the right to a calm working environment
- We have the right to feel safe

## Rewards

Here at Trimley St Martin we do not believe in rewarding / incentivising behaviour which we expect children to be displaying at all times. We have very high expectations of good behaviour and so, incentives such as stickers etc do not exist. We work hard to encourage children to behave well, not for a sticker, but because it is the behaviour and standards which we expect.

However, despite our stance on rewards, we do feel that we also need to ensure that children are aware that with good behaviour or hard work good things do happen in life. Therefore, we do the following:

- Awarded a House Point token for our House Point system
- 'Good News' shared with parents (after school, on Blog/through Seesaw)
- Examples of good work behaviour or work sent to the HT
- Postcards of praise sent out to children from the HT
- Celebrating consistent good choices with end of half term treats that are awarded to all children with **100%** of 'good days', i.e. days without a completing a behaviour form in a half term.
- Awarded Learning Gems Award as part of our Learning Gems system- received in celebration assemblies

## Consequences

The child must understand that the staff **will** follow up their behaviour, consistent with a related and reasonable consequence. At all times the child's self-esteem should be kept as intact as possible. Separate the

child from his/her behaviour – it is the behaviour that is undesirable, not the child. The consequence can be either immediate or deferred and where possible should focus on ‘repairing and rebuilding’ relationships. For disruption in class, the flow chart in the appendix should be used and the recording sheet (Appendix 2) completed where necessary.

A flow chart should be on display in every classroom.

In rare occasions when a child continually disrupts the lesson, it may be necessary to send a red triangle (located on the back of every classroom door) to the office for further assistance from a member of the Leadership Team.

All withdrawal from class must be supervised.

Any child who receives three or more behaviour recording slips within one week will receive a letter home to parents/guardians.

## Bullying

Bullying will not be tolerated. It may take the form of teasing, name-calling, physical assaults – minor (poking, pinching, shoving, grabbing, pushing), more aggressive (punching, scratching, biting, kicking), or damaging the child’s property. Bullying is continued, annoying behaviour designed to upset another, or a single incident when one child (or a group) tries to dominate or harm another against his/her will.

At TSM, the concept of bullying is discussed with the children in circle time and in assemblies. The children are taught that it is perfectly acceptable to tell the staff, or another pupil who will then tell the staff of their behalf, and the child who believes s/he is being bullied will be listened to and action will be taken on that day or at another time agreeable to the child. The child will be helped to face the bully, usually in the presence of the Head Teacher or the Assistant Head Teacher, and relationships will be repaired and restored. The child who finds it difficult to make relationships with others without bullying will be supported through a behaviour management programme and his/her parents will be involved. In persistent cases or single serious incidents, alternative arrangements will be made for that pupil during break and lunch times. All cases of bullying will be logged centrally.

## Swearing

There are several types of swearing that staff may have to deal with:

- Inadvertent swearing - (usually a very young child), when the child is not fully aware of the modes of speech acceptable, and that some words used elsewhere are not encouraged at school.
- To yourself swearing - when a child is annoyed at him/herself when a mistake is made, e.g. something dropped or during a game of football
- Swearing **at** another child as a term of abuse
- Swearing at an adult inadvertently (because the child is upset and unable to moderate his/her language)
- Deliberately swearing at an adult as a term of abuse

All incidents of swearing publically will be followed up. The consequence applied needs to take into account the degree of seriousness. Pupils very quickly understand that there are different modes of speech for different situations.

Swearing at an adult must be dealt with by Senior Staff.

## Children beyond the system

A child who has failed to respond to all the above and continues to be disruptive or display negative behaviours may require additional support through the Special Educational Needs system. As well as being recorded on the central system, behaviour slips are noted against a child’s individual behaviour flow chart (Appendix 4), which

triggers input from the SENCO and outside agencies. A Pastoral Support Plan (Appendix 5) may be drawn up in consultation with the child, parents and outside agencies.

## Lunchtime procedures

The Golden Rules are also relevant to break and lunch times. Should a Golden Rule be broken, staff will speak to the child concerned and record this in their book. At the end of lunch time, necessary information is fed back to the class teacher.

For more serious incidents, a red 'Serious Behaviour' sheet is completed and passed to the Class Teacher. The child may be brought in to the member of the Senior Leadership Team, or in extreme cases each MDSA has a red triangle that may be sent in to ask for help from the member of SLT.

### Rules for the Dinner Hall

- We line up **calmly**
- We **walk carefully** through the hall
- We **speak quietly** to those around us
- We keep our table clean
- We are **polite** to everyone
- We use good table manners

Clubs will be running every lunchtime and children that find the unstructured time difficult, may be included in these. Some children choose whether to go out or stay in, others do not have the choice due to their behaviour.

## Exclusion Procedures

In extreme cases, e.g., a very serious incident or when a child has reached the bottom of their individual behaviour flow chart without improvement of behaviour despite input and support, the Head Teacher may exclude a pupil from school. In considering exclusion the full circumstances of the misdemeanour will be investigated. In mitigating circumstances, an internal exclusion will be considered rather than an external exclusion.

## Complaints procedures

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with specific behaviour difficulties, parents will be invited to participate in the development of targets for their children. However, if a parent has a concern they should first discuss this with the class teacher and/or the Head Teacher where every effort will be made to resolve the matter. If a parent is still concerned then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied, there is a copy of the school's Complaints Procedure available from the school office.

## Monitoring and Evaluation

The success of our school policy and procedures will be measured against the children's positive behaviour during each term. Our policy will be considered successful if all our children are making progress, are integrated to the best of their ability are happy in school and are accepted by their peers. The implementation and success of this policy will be evaluated and reviewed annually.

## Review

INTRODUCED – September 2014

REVIEWED – August 2020



# Appendix i

## TSM Behaviour Recording Sheet – KS2










<b>TSM Behaviour Sheet</b>						
<b><u>KS2</u></b>						
Name:	Class:	Br	Si	Sh	Ma	Date:
<div style="display: flex; justify-content: space-between;"> <span>When did the problem happen?</span> <span>Which school rule was broken?</span> <span>How did the adult help you?</span> </div>						
<b>What happened?</b>						
At playtime		We listen		Verbal warning 1		
After playtime		We look after property		Amber verbal warning 2		
Lunchtime		We are kind & helpful		Red written warning		
After lunch		We are gentle		Exchange class		
After school		We work hard		Red HT/AHT involvement		
<b>How could things have been differently?</b>						
Do I understand what went wrong?	Yes	No	Pupil signed:			
Do I need to apologise to anyone?	Yes	No				
Am I likely to do this again?	Yes	No				
Exchange teacher comment:						
Teacher signed						

# Appendix i

<b>TSM Behaviour Sheet</b>						
<u><b>Serious Behaviour Sheet - KS2</b></u>						
Name:	Class:	Br	Si	Sh	Ma	Date:
<div style="display: flex; justify-content: space-between;"> <span>When did the problem happen?</span> <span>Which school rule was broken?</span> <span>How did the adult help you?</span> </div>						
<b>What happened?</b>						
At playtime		We listen		<div style="color: red; font-weight: bold; font-size: 1.2em;">Red HT/AHT involvement</div>		
After playtime		We look after property				
Lunchtime		We are kind & helpful				
After lunch		We are gentle				
After school		We work hard				
<b>How could things have been differently?</b>						
Do I understand what went wrong?	Yes	No	Pupil signed:			
Do I need to apologise to anyone?	Yes	No				
Am I likely to do this again?	Yes	No				
Exchange teacher comment:						
Teacher signed						

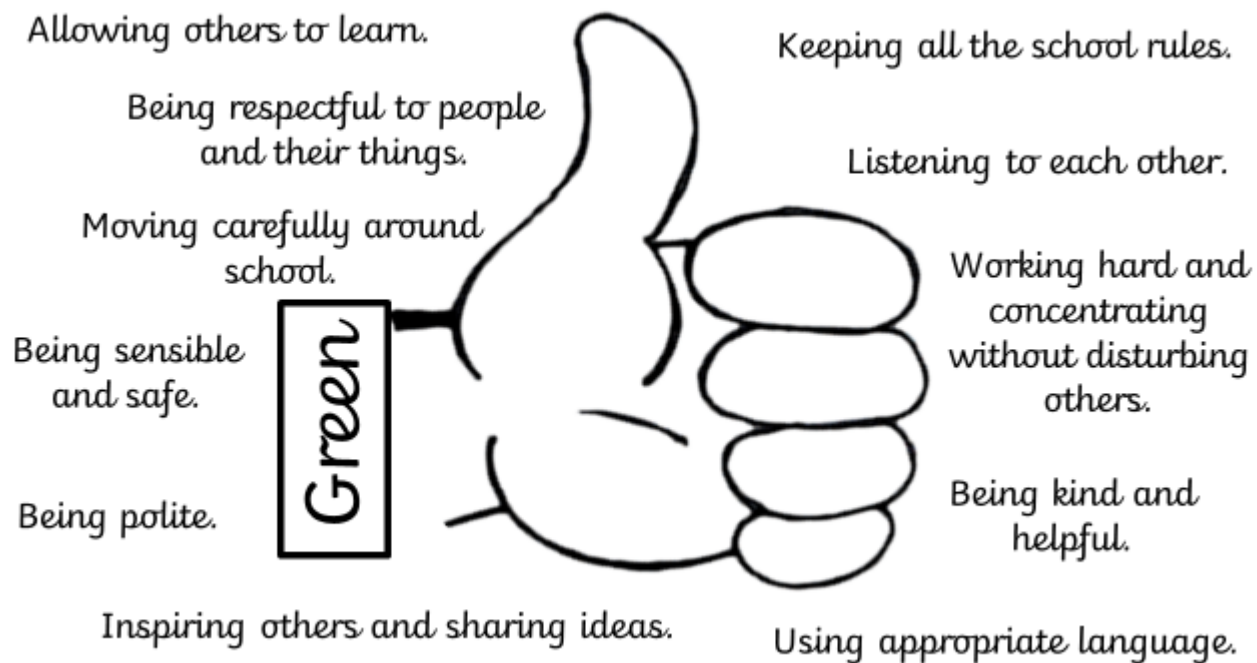
# Appendix i(b)

## TSM Behaviour Recording Sheet – KS1

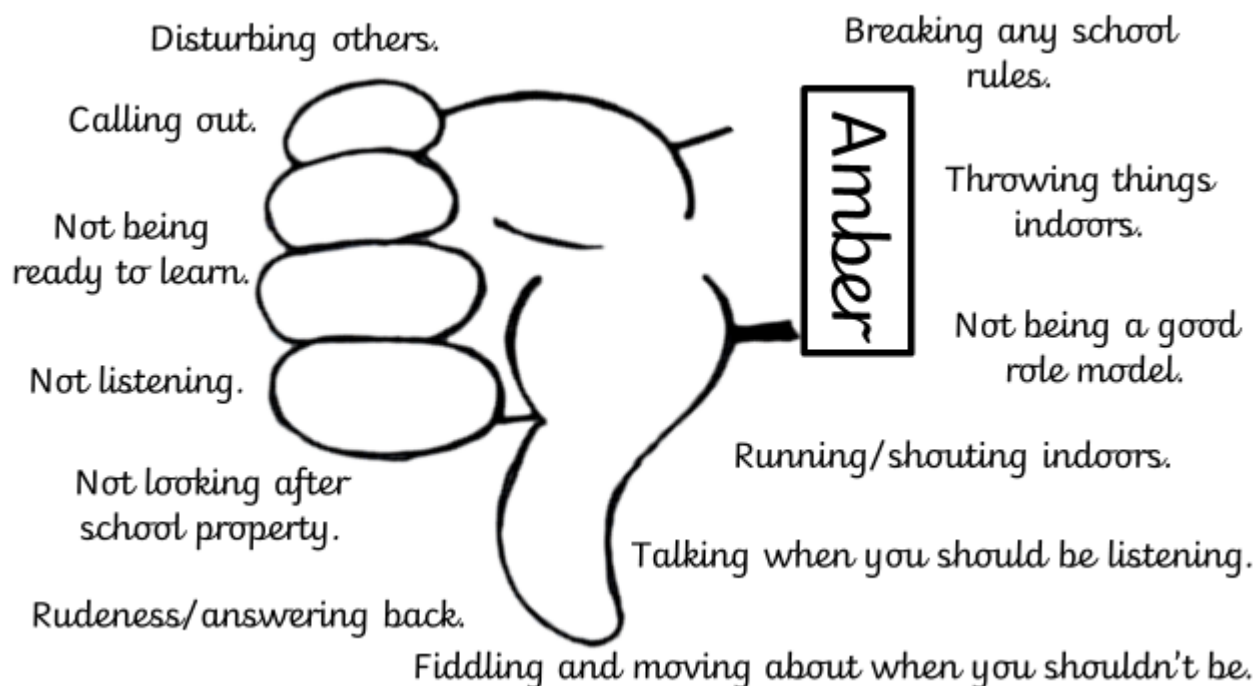
<b>TSM Behaviour Sheet</b>						
<u><b>Early Years &amp; KS1</b></u>						
Name:		Class:		Hu	Ma	Li
						Date:
When did the problem happen?		Which school rule was broken?		How did the adult help you?		
At playtime						
		We are honest		Reminder		
		We listen		Verbal warning 1		
		We look after property		Amber verbal warning 2		
In Class						
		We are kind & helpful		Red written warning		
		We are gentle		Exchange class		
		We work hard		Red HT/AHT involvement		
Lunchtime						
How do I feel?			Do I know what went wrong?	Yes	No	
How do other children feel?			Do I need to say sorry?	Yes	No	
How does my teacher feel?			Am I do going to do this again?	Yes	No	
<b>What Happened? (teacher to complete)</b>						
<b>How could I do things differently? (teacher to complete)</b>						
<b>Exchange teacher comment</b>						
Teacher signed						

## Appendix ii

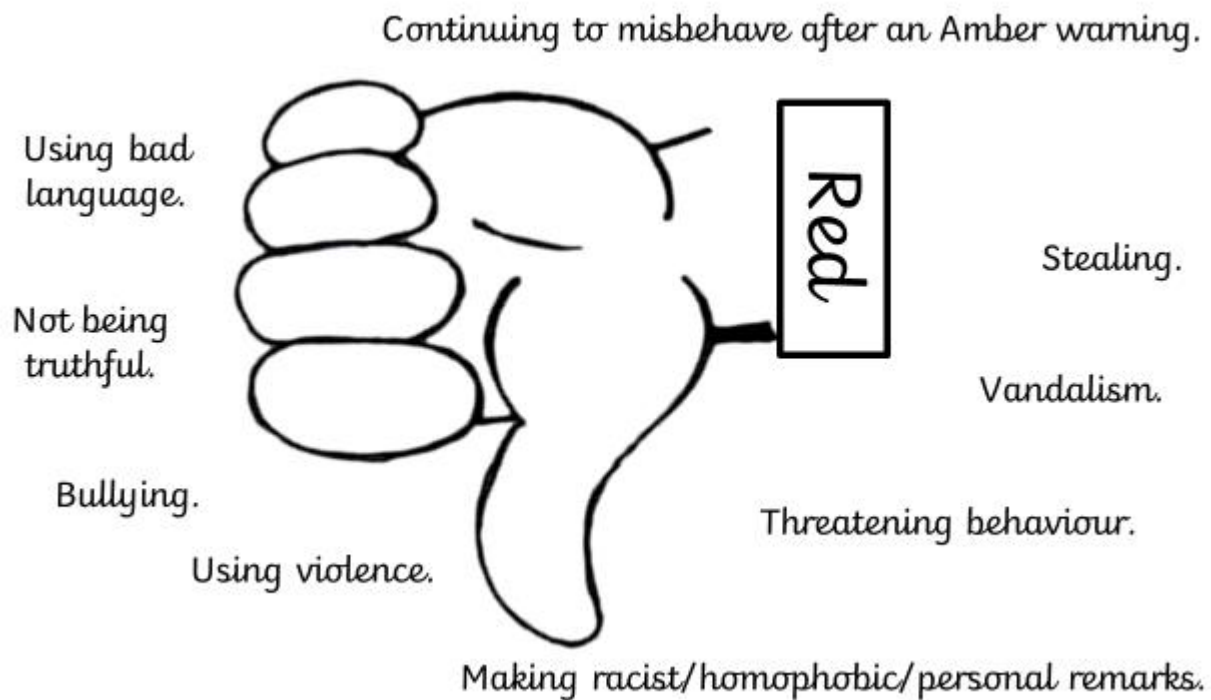
### Behaviour Expectations



### Amber Warnings

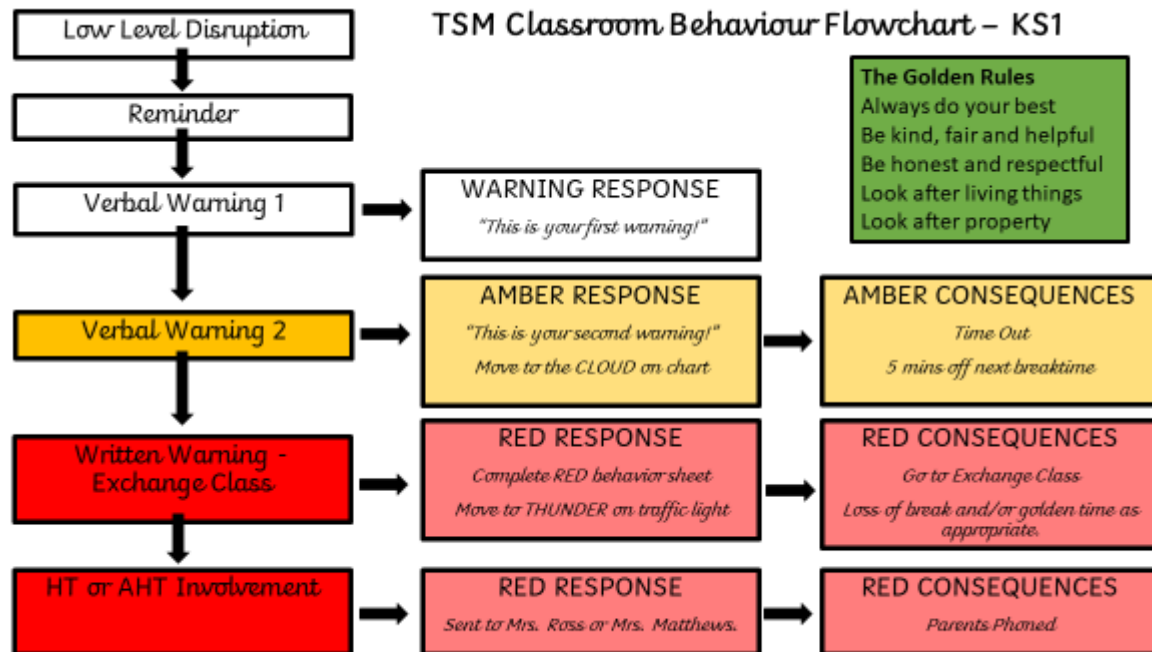


## Red Warnings

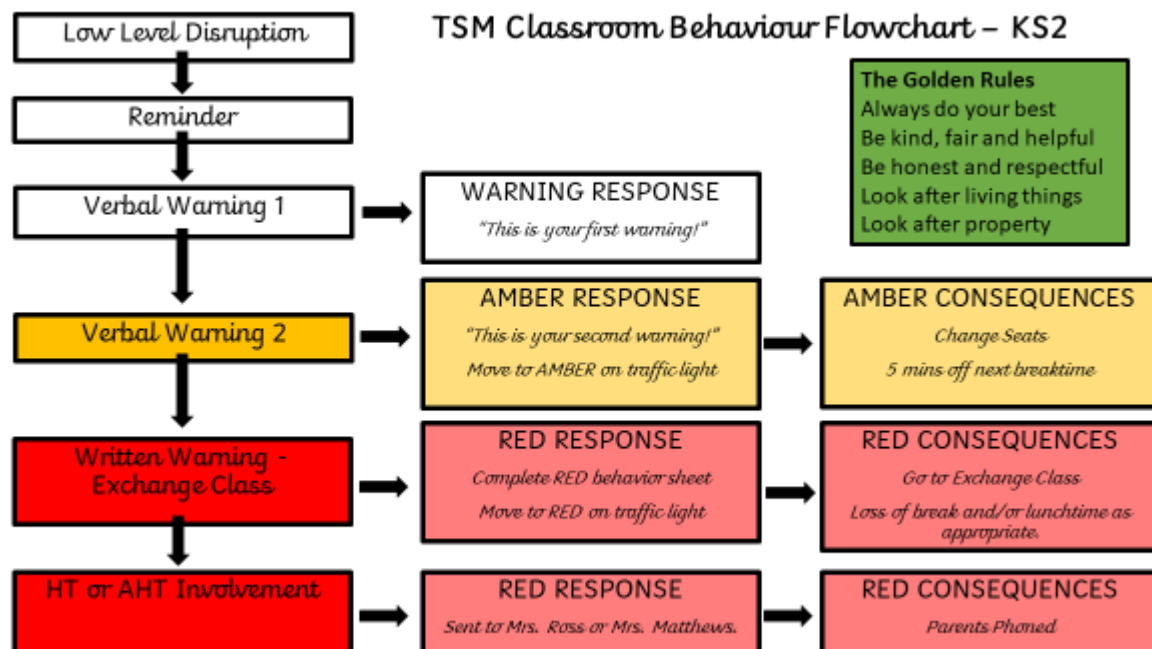


## Appendix iii

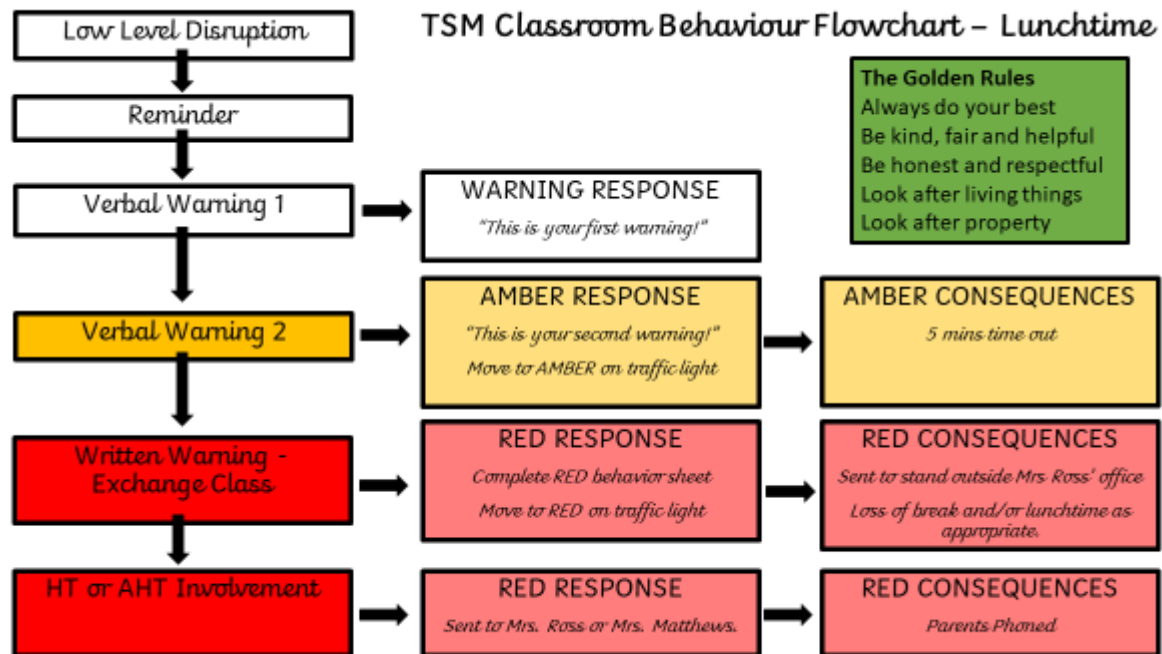
### TSM Classroom Behaviour Flow Chart

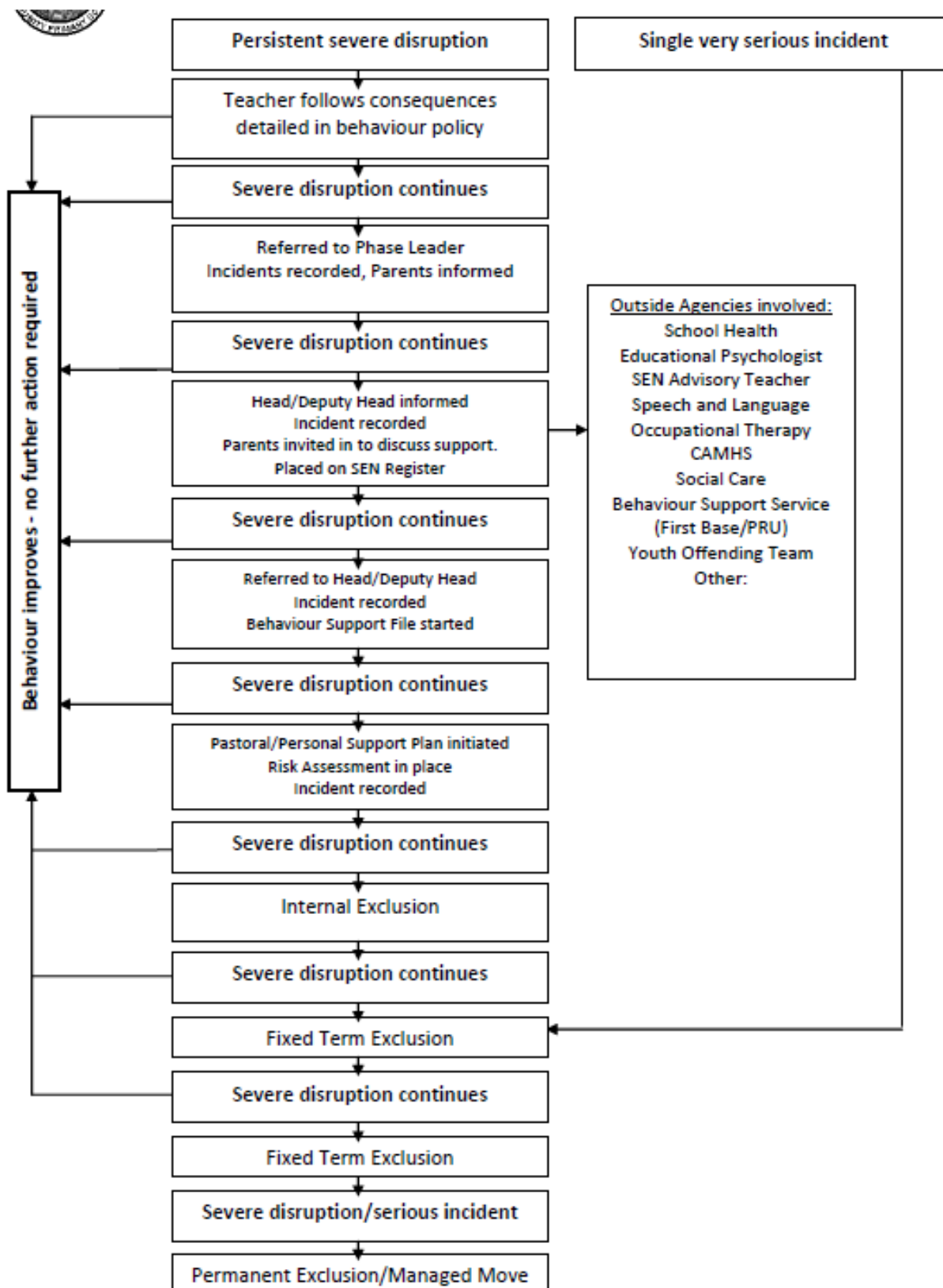


\* During Covid-19 Exchange class not used



## TSM Behaviour Flow Chart [Low level disruption]







# Appendix v

## Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. By following the SEAL programme, we also promote good behaviour throughout all aspects of school life.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- **Move the child nearer the teacher (Consider social distancing)**
- Isolate the child from an 'audience'
- Project a positive self-image – let the transgressor(s) know they are letting themselves down
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to 'cool down' before dealing with an incident
- Thinking time

Pupils should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All pupils should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the victims.

When problems do occur, staff should try to avoid over reacting; remaining calm and listening to all sides. We do recognise, however, that dealing with bad behaviour and difficult pupils can be a stressful time for staff and all teachers need to be given support by colleagues and Senior Management.

# Appendix vi

## TSM Behaviour Recording Sheet – HT to log on system

Which Golden Rule was broken?	
Always do your best!	<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Rocking on chair</li> <li>• Fidgeting</li> <li>• Talking out of turn</li> <li>• Calling out/making silly noises</li> <li>• Disturbing others</li> <li>• Wandering around the classroom</li> <li>• Disorganisation</li> <li>• Talking/pushing/running at any time when moving around the school or lining up</li> <li>• Unwillingness / refusal to cooperate / follow instructions</li> <li>• <u>A failure to respond to warnings at AMBER</u></li> <li>• <u>Persistent inappropriate behaviour</u></li> </ul>
Be kind, fair & helpful	<ul style="list-style-type: none"> <li>• Unacceptable play likely to cause or causing upset or injury</li> <li>• Defacing others' work</li> <li>• Fighting</li> <li>• <u>Bullying</u></li> <li>• <u>Deliberately hurting another child physically or emotionally</u></li> </ul>
Be honest & respectful	<ul style="list-style-type: none"> <li>• Not working in a group situation</li> <li>• Inappropriate responses to reminders about behaviour</li> <li>• Blatant disobedience</li> <li>• Inappropriate language</li> <li>• Swearing</li> <li>• <u>Racist comments or abuse</u></li> <li>• <u>Spitting</u></li> <li>• <u>Stealing</u></li> <li>• <u>Rudeness to any adult</u></li> </ul>
Look after living things	<ul style="list-style-type: none"> <li>• Breaching of health and safety issues – <u>deliberating spitting or coughing in someone's face or deliberately ignoring social distancing measures</u></li> </ul>
Look after property	<ul style="list-style-type: none"> <li>• Flicking objects</li> <li>• Careless treatment of property</li> <li>• Throwing objects</li> <li>• <u>Damaging others' property</u></li> </ul>