

Templewood School



Behaviour Policy

2018 - 2021

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Introduction

Templewood is known in the community as a happy and caring school. From the moment children enter they are encouraged to develop habits of internal discipline, demonstrated through an acceptable standard of behaviour. We provide a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

Our behaviour policy reflects the aims of the school and establishes the agreed ways in which all members of the school community will contribute to the learning environment. Pupils, staff and the Governing Body were consulted in reviewing this policy, including referring to the Governing Body Written Statement of Behaviour Principles (Appendix 1).

School Rights

At Templewood School we believe everyone has the right to:

- **Learn**
- **Be Safe**
- **Be treated fairly and with respect**

The children are taught these rights and they are reinforced regularly through assemblies, PSHE lessons, Circle Times and regular day to day practice.

Our school expectations have been developed around these rights in partnership with pupils, staff, Governor and parents.

School Expectations

The Right to be Safe

- Walk calmly and sensibly around the school
- Use equipment correctly in classrooms
- Respect each other's personal space
- Listen to each other
- Speak to an adult when we are worried about something

The Right to Learn:

- Promote a positive learning environment
- Be responsible for our own learning
- Help others to learn

The Right to be treated with Respect:

- Be polite and well mannered
- Care for each other and ourselves
- Look after school equipment and our environment

Class Contract

As well as our whole school rules and expectations, each class develops their own classroom contract. This is a set of personalised rules specific to each class. The rules are chosen and agreed by all children. Each class display their Class Contract on the wall and it is signed by each child. These rules are referred to on a daily basis.

STEPS Approach

Hertfordshire Steps is owned by Hertfordshire County Council. It is operated under licence from Norfolk County Council. Training and practice within schools is the responsibility of the Head teacher and Governors.

STEPS follows a therapeutic approach:

- Positive experiences create positive feelings. Positive feelings create positive behaviour.
- Negative experiences create negative feelings. Negative feelings create negative behaviour.

Why we follow STEPs approach:

- We want all staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.
- We want all staff to know how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- We want all pupils to be able to identify behaviours and feelings and learn how to manage them appropriately. This may be through the use of anxiety mapping and Roots and Fruits plans linked to pro-social behaviours, feelings and experiences.

How can we teach behaviour through the STEPS approach:

- Build relationships
- Role modelling
- Applying consistent expectations
- Feedback
- Scripts and routines
- Positive phrasing
- Planning for unsettled/ predictable behaviour
- Reward and positive reinforcement
- Comfort and forgiveness

Physical intervention

Through STEPS all staff are trained on what is acceptable physical interaction with any child. There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student.

- To direct or steer a student – these interactions must conform to those shown in the STEPS training; open mitten, closed mitten, offering an arm, open mitten guide, open mitten escort
- For activity reasons (for example in drama, physical games)
- To comfort a student in distress (so long as this is appropriate to their age and understanding) - these interactions must conform to those shown in the STEPS training: supportive hug, supportive arm.
- To avert danger to the student, other persons or significant damage to property – these interactions must conform to those shown in the STEPS training.

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

This Behaviour Policy is the plan for the majority of children. In addition some children may require an Individual Risk Management Plan (see Appendix 2) which is created with the class teacher, pupil and parents. These are reviewed regularly.

Rewards

Research shows that behaviour is better in schools where rewards are given a higher priority than sanctions. Rewards cover the broadest possible range of academic and non-academic achievement and take into account the need for all members of the community to feel valued. Rewards range from public or private praise both from staff and peers, to tangible rewards such as House Points and certificates.

Our House System

A 'House System' of rewards is used to promote and encourage the school rules. All children are placed in one of three houses from Nursery onwards. The houses are named after birds which can be found around Templewood – Woodpeckers (Green), Jays (Blue) and Robins (Red).

Each child collects House Points from their work, individually and as groups throughout the school. Any member of staff is able to award a House Point and nominate a child for the different awards. The maximum number of house points issued at any one time is 3. SLT members may issue up to 5.

Each term the winning house is provided with an additional reward which has been voted on as a school.

Gold Book

Each week, the adults at Templewood school select children who they think have worked hard to be placed in The Gold Book. This could be in any subject. It may be that somebody has been helpful around the school, kind to others, demonstrated pride in their learning or made a difference to somebody's day.

Each time the children are given a Gold sticker and will be acknowledged in the half termly newsletter. It is considered a great achievement and honour to be placed in our Gold Book.

Super Brain & Smile Awards

At Templewood School we like to award children who make us smile, but also for using their Super Brains! These are recorded in our special Super Brain Award book and Smile Award book. This allows children to shine in all areas of development.

Lunch Time Award

Our Senior Supervisor Assistant chooses two pupils each week who deserve an acknowledgement for their efforts during lunchtime; pupils who show good manners, take clear responsibility and respect the dining hall during lunch times, will receive the gold award.

All four books are on display in our main entrance for parents, visitors and children to look at and celebrate our successes.

Sanctions

Behaviour levels

Where possible, good behaviour will always be reinforced. However, where positive strategies do not succeed staff will follow our behaviour levels. Please note, the school may amend their approach in response to circumstances and the needs of the individual.

Level	Behaviour Examples – this is not an exhaustive list	Possible Actions/Sanctions
1 Low Level (3 warnings given)	<ul style="list-style-type: none"> Preventing pupils from learning Not respecting other people's right to feel safe (emotionally) Lack of respect for staff and pupils Not respecting school environment or equipment 	<ul style="list-style-type: none"> Reminder of school rules and expectations Send to neighbouring class teacher with work for: EYFS/KS1 – 5 to 10 minutes KS2 – 15 minutes <i>(Receiving adult to be informed by LSA/phone call)</i>
2 Moderate Level	<ul style="list-style-type: none"> Being unsafe in and around the school Being consistently disrespectful to others Not respecting other people's right to feel safe (physical or emotional) Showing repeated lack of respect for school equipment and environment Telling lies 	<ul style="list-style-type: none"> KS2 & KS1- Loss of part or all of break time – Educational Consequence with class teacher or Behaviour Lead* Send to Behaviour Lead for physical incidents
3 Serious	<ul style="list-style-type: none"> Being consistently unsafe in and around the school building Targeting pupils throughout the school day Using disrespectful language Misbehaving with others where pupils have been physically or emotionally hurt Consistent lack of respect for school environment 	<ul style="list-style-type: none"> Send to SLT for rest of lesson with work (KS1 or KS2 Leader) Lose all of playtime – stand with the teacher on duty or send to Behaviour Lead Inform parents <i>by phone call</i> and Headteacher
4 Very Serious	<ul style="list-style-type: none"> Targeting a number of pupils over time or the same pupil Being unkind to others because they are different. E.g. colour, race, religion, beliefs Severely hurting a pupil Damaging school property and/or equipment Complete lack of respect for staff and pupils <hr/> <ul style="list-style-type: none"> Being unkind through computer games/ phone/ e-mail/social media 	<ul style="list-style-type: none"> Send to Deputy or Head teacher Parents told (<i>Meeting arranged with SLT</i>) Possible internal exclusion Possibly sent home Possible involvement of SENCO and outside agencies Racist remarks recorded <p><i>Whilst this is likely to happen out of school, we will endeavour to support the families to resolve the issue.</i></p>

*Behaviour Lead = a member of SLT timetabled for a specific day to be in charge of serious behavioural incidents that may have occurred during break times.

Educational Consequences

At Templewood we believe pupils need to have the opportunity to reflect on their behaviour in a positive manner. Following the STEPS approach, we refer to our sanctions as Educational Consequences. Pupils learn, rehearse or are taught so the freedom can be returned. For example:

- A pupil has been unkind to others through consistent poor sportsmanship
- The sanction granted is to miss part or all of a break time / involvement in the game
- The pupil meets with the class teacher or behaviour lead and completes a poster or PowerPoint on what good sportsmanship looks like

Protective Consequences

On some occasions, pupils may need more of a protective consequence. The freedom has been removed so staff can manage the harm to others or to the pupil themselves. This may mean our STEPS training on physical intervention needs to come in to practice.

Exclusions

Exclusion of any nature is considered a last resort and only used after a range of measures have been tried to improve the pupils' behaviour. Pupils considered at risk of permanent or fixed term exclusion are referred to appropriate external agencies and are given alternative or additional provision to meet their needs. Such actions would only be taken with the full knowledge and cooperation of all the parties involved, including the parents, Governors and the local authority. All exclusion cases will be treated with the strictest confidence.

The DCSF document Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units – September 2008, describes fully the procedures for excluding a pupil and the role of the head teacher on pages 35 – 38 and the responsibility of the governing body on pages 39 - 44. This statutory guidance is followed carefully.

In some cases, the school may wish to internally exclude a pupil. The school will follow The DCSF (2009) 'Internal Exclusion Guidance' and alert parents of their decision. However this will not need to be made in agreement with the Governors and the local authority do not need to be informed.

Investigations and on-going monitoring

Incidents of unacceptable behaviour must be followed-up and dealt with according to the levels system though it is important that children are given the chance to explain and discuss their behaviour. Pupils are given the opportunity to provide their opinions on the incident and each pupil's view should be taken into account before any educational consequence is given. If staff are unsure of the appropriate sanction they need to check with a member of the SLT.

Incidents of poor behaviour during school day are recorded in the Classroom Incident books. These are regularly checked and followed up by the SLT.

Anti-Bullying Statement

“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups.)”

[DfEE Circular 10/95]

At Templewood we do not tolerate bullying. We know that children learn better when they are happy and not worried.

Behaviour that hurts another either physically or emotionally is not tolerated. Name calling, racial abuse, homophobic language, taunting, unwanted harassment, cyberbullying and unkind personal comments all fall within this category.

Our school ethos is based on mutual respect, trust, caring and consideration for others. Of course, such an ethos encourages ‘non-bullying’ behaviour and bullying of any description is totally unacceptable in our school. The relationship between staff and children is characterised by mutual respect, so that, should any child experience bullying, they would feel able to talk to a member of staff about it.

We are seeking to encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than ‘telling tales.’

Should any bullying take place, it should be reported immediately to school either by children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

For further details, please refer to our Anti-Bullying Policy.

Parent Partnership

It is important that children, staff and parents adopt our Behaviour Policy and support its contents both at school and at home. Without your support, our attempts to foster good behaviour and maintain a happy, social community at Templewood School will be far less effective. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements or family problems that might affect a child's behaviour at school.

Please endorse the spirit and contents of this booklet by signing the Home School Agreement (Appendix 3) and returning it to school.

External Agencies

Close links are established with external support agencies – STEPS colleagues, School Support Unit, Family Support Workers, School Nurse, Educational Welfare Officers and Educational Psychologists, Social Services, Health Authority and Police - and contact is made when appropriate.

Appendix 1

Governors' Written Statement of Behaviour Principles

Governors' Written Statement of Behaviour Principles Introduction Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves. The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance.

At Templewood School, we believe that every member of our school community; pupils, staff, parents, families, governors and the local community, regardless of ability, background or circumstance, should have the opportunity to learn, share and work in an inclusive and supportive environment. We believe that through celebrating diversity with respect and understanding a supportive environment can be created.

This can only be achieved when the whole school community works together to bring to life the School's vision and values. The behaviour policy is a whole school policy, which is supported and observed by all members of the school community.

The behaviour policy will help the whole school community understand:

- What is acceptable behaviour in school and how this is recognised and rewarded.
- What is unacceptable behaviour both within and outside school and the consequences of such behaviours.
- Who is responsible for managing and dealing with unacceptable behaviour.
- The role the whole school plays in identifying acceptable behaviour and how those responsible bring this policy to life. This includes the role of parents/carers, teachers, children, GB and external agencies and how each party is involved at different stages.
- How this policy supports the whole school to deliver and live the vision of the school.
- How the school values and golden rules supports, recognises and establishes acceptable behaviour.
- Clearly defined guidelines about what is/is not bullying, how to identify and deal with bullying and what support is available for both parties.
- Safeguarding strategies to implement to protect individuals who could be susceptible to bullying, including vulnerable pupils.
- The role of the whole school in the prevention and management of bullying

Appendix 2

Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 3

Home School Pupil Agreement

The aim of the agreement is to make clear to pupils, parents, staff and Governors that they have an equally important part to play in helping each individual pupil make the best use of the opportunities available at our school.

We believe that our success is built upon an open and supportive partnership between our pupils, parents, staff and governors.

We aim to face the challenge of the 21st century by providing all our pupils with a broad, relevant and challenging curriculum which will equip them for the future.

Our Chair of Governors and the Headteacher have already signed the agreement on behalf of the Governing Body and on behalf of the staff. We ask you and your children to share this agreement at home, sign and return to school.

Pupils

Each pupil has a responsibility to work hard and make a positive contribution to the school.

As a pupil at Templewood I am expected to:

- Show respect for myself and others
- Remember I am in school to learn
- Let others learn
- Keep my hands, feet, objects and hurtful comments to myself
- Stop, look and listen to anyone speaking to me
- Use appropriate behaviour
- Think about my safety and the safety of those around me, including using the Internet and social networking sites
- Follow the reasonable direction of an adult
- Be proud to wear the correct Templewood uniform at all times (including to and from school)
- Complete home learning tasks which are set on a regular basis.

As a pupil at Templewood School you can expect the school to:

- Have staff who will respect and value you
- Have staff who will listen, care and support you when needed
- Provide a positive learning environment
- Have a safe and caring environment for you to work in
- Give frequent feedback on your progress
- Keep your parents regularly informed of progress
- Ensure staff monitor behaviour and use appropriate praise and follow agreed actions
- Follow the Behaviour policy (available on our website)
- Set challenging home learning activities, and give feedback back regularly.

Name: _____

Signature: _____

Class: _____

Parents and Carers

Each parent and carer has an important responsibility to work closely with their children and the staff and support their school achievements

As a parent/carer at Templewood, I/we are asked to:

- Make sure my/our child attends regularly and provide an explanation as soon as possible after 8.30 am, on the day, if he/she is absent. Not to take holidays in school time.
- Make sure my/our child(ren) arrives at school punctually, in the correct uniform and with the correct equipment including appropriate P.E. kit.
- Keep the school informed of anything which I believe might affect my/our child's progress in school especially absence, illness, change of family situation
- Support my/our child in their home learning
- Support the uniform code
- Encourage my/our child in the home learning environment, including regular reading opportunities
- Attend Parent Consultations to discuss my/our child's progress
- Support and respect the school's Behaviour Policy and reinforce actions taken by the school in terms of misbehaviour
- Treat as confidential any information relating to my child or any other child
- Respect the staff and all members of the school community
- Support school events and activities as far as (I/we am/are able) - possible
- Park responsibly outside school to ensure the safety of the whole school community and local residents.

As a parent/carer at Templewood School you can expect the school to:

- Ensure that confidentiality is adhered to at all times
- Inform parents about what the teachers aim to teach and about the progress your child is making
- Ensure you are informed regularly of academic progress, achievements and general school matters
- Make you aware of any concerns or problems that might affect your child's work, behaviour or attendance
- Inform you of any aspects of behaviour that required action by staff
- Provide regular opportunities for home and school to work together, as well as offer opportunities for involvement in the daily life of the school
- Respect and listen to any concerns raised, while investigating all concerns and dealing with them in accordance to school policies.

Name: _____

Signature: _____

Staff

Our staff will support and promote the school's aims and endeavour to promote the success of each pupil.

Staff will endeavour to:

- Include all children providing equal opportunities alongside promoting each child's health, safety and happiness
- Ensure the Racial Equality Policy is implemented and any racial incidents are recorded
- Value all children and listen to their concerns
- Encourage the children to play a full part in their learning
- Encourage and challenge children to fulfil their potential
- Provide a broad, balanced curriculum, striving to meet the individual needs of each child
- Implement the school policy on Behaviour and Anti Bullying
- Implement the school policy on uniform
- Set appropriate and challenging home learning activities
- Be open and welcoming, offering opportunities for families to be involved in school life
- Encourage children to take care of their surroundings and others around them.

On behalf of the Staff: Mrs Amanda Abley

Signature: _____

Governors

Our Governors will carry out their legal responsibilities to the school.

Governors will ensure that:

- School policies provide care for every pupil including Racial Equality
- Funding received by the school will be used responsibly to provide the curriculum and support services
- They meet regularly to carry out their function
- They visit the school regularly

On behalf of the Governing Body: Helen Anthony

Signature: _____