



Tannery Drift First School

Enjoyment – Achievement – Respect

Behaviour Policy

Last Review Date:
April 2023

Next Review Date:
April 2025



Artsmark
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www.tannerydrift.herts.sch.uk

Behaviour Policy

1. Our Golden Rules

- We are gentle and kind to everyone in our school
- We always try our best
- We always listen carefully and politely to everyone
- We always look after our property, other children's property and property belonging to adults and the school
- We try hard to be honest at all times

2. At Tannery Drift First School we aim to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive caring attitudes towards everyone
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- Make boundaries of acceptable behaviour clear and to ensure safety
- Raise awareness about appropriate behaviour
- Help pupils, staff and parents have a sense of direction and feeling of common purpose

2.1 Children's responsibilities are to:

- Work to the best of their abilities, and allow others to do the same
- Treat others with respect
- Follow the instructions of the staff
- Take care of property and the environment in and out of school
- Co-operate with other children and adults

2.2 Staff responsibilities are to:

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging and interesting and relevant curriculum
- Create a safe and pleasant environment, physically and emotionally

- Use rules and sanctions clearly and consistently
- Be a good role model
- Form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim
- Recognise that each child is an individual and be aware of their individual needs
- Offer a framework for personal, social, health and economic (PSHE) education

2.3 Parents' and carers' responsibilities are to:

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Support the school in the implementation of this policy
- Be aware of the school rules and expectations

3. Strategies used in the school to encourage outstanding behaviour for learning

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set, through example, standards of behaviour
- We praise good behaviour both privately and publicly

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school.

4. Rewards and sanctions

We follow a stepped approach to behaviour and sanctions, that goes from Step 0 (expected behaviour) to Step 5 (behaviour likely to lead to exclusion).

We have guideline documents which set this out clearly, in child-friendly language, one for Early Years Foundation Stage (EYFS) (see Appendix 1) and one for Years 1-4 (see Appendix 2). These guideline documents are adapted to meet the needs of individual children, where necessary, and reasonable adjustments are made.

All staff have the Hertfordshire Steps Training and we follow this philosophy in our approach.

5. The teaching of good behaviour - creating the right climate

All the children who attend this school must feel wanted, and that they, as individuals, have a part to play at Tannery Drift First School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the school and that other people (e.g. siblings, peers, teachers, parents/carers, visitors and governors) depend on them to behave in a mature, well-mannered and respectful way.

Of course, this is not a one-way process, and children need to see adults in school as models of outstanding behaviour.

5.1 Practical Strategies to create the right climate

- Children should be greeted by their class teacher as they enter the school every morning.
- Movement from the outdoor areas to the school buildings should be done in an orderly manner, and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the school.
- As children leave classrooms to move around the school, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and other adults should oversee this.
- Playtimes and lunchtimes should be positive and respectful, in order to achieve this all staff members have their own specific role at lunch and structured games, activities and clubs are also encouraged to keep all children engaged.
- At the end of the day, all children should be collected in a calm manner, ending the day with the right tone.

5.2 Practical Strategies to support and reinforce outstanding behaviour

- Look for things to praise. Often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately, and to leave well alone. By making a positive effort to find something to reinforce, we can develop the children's repertoire of acceptable behaviour.
- Try to reinforce appropriate behaviours in another child, rather than drawing attention to negative behaviours. E.g. rather than saying, "don't throw the sand", try saying, "look how well Adam and Louis are filling their buckets with sand".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning 'out-of-seat' behaviour into the child purposefully going to get something for someone else.
- Deal with confrontation quietly, and with respect. If it is necessary to enforce rules with a child, do it quietly, reflecting on the event with the child will help them change behaviour in the future.

5.3 Reporting behaviour and monitoring impact

It is the responsibility of all staff to report incidents that warrant a record on the behaviour section of the school's child protection, safeguarding & student welfare record system, CPOMS. It is the role of the Headteacher to monitor all incidents and feedback to staff on quality of written records. Governors will be provided with termly updates on behaviour.

5.4 Learning Superpowers

At Tannery Drift First School we believe that learning should be a life-long enterprise.

We aim to develop our pupils Learning Power, not just so they can complete school learning more easily and effectively, but so they will leave school with the 'disposition' (a set of habits and attitudes) which will serve them well as they go through the journey of life.

We believe that the Learning Powers are beginning to allow us to develop a common language for learning across the school.

There are four main learning superpowers, represented by puppets:

1. Raj Reflectiveness - Being able to think about yourself as a learner and how you might be able to do this better.
2. Ruby Resourcefulness - Being able to use a range of learning strategies and knowing what to do when you get stuck.
3. Polly Perseverance - Being able to keep trying in the face of difficulties.
4. Colin Cooperation - Being able to learn with and from others.

5.5 PSHE and Assemblies

Individual aspects of behaviour and appropriate values will be taught through weekly assemblies and through the school's scheme of work for PSHE.

5.6 eSafety

Good behaviour for using the internet will be taught in accordance with the eSafety policy.

6. Staff development and support

Staff have the Hertfordshire Steps Training, and all new staff are given an induction pack which includes both guidance for behaviour management in our school and also guidance on the 'chain of command' for reporting all levels of incident. All staff are expected to read and follow all policies.

7. Pupil support systems

A copy of the behaviour and consequence ladder is displayed in all classrooms and pupils are aware of the expectations. EYFS children have a 'buddy' in Year 4 who should demonstrate the expected behaviour and act as a good role model. In addition to the support provided by a child's Class Teacher and Teaching Assistant, the school also has a Family Support Worker.

8. Suspensions and Exclusions

In extreme and rare circumstances, dangerous or repeated difficult behaviours may result in fixed term suspensions, in line with Hertfordshire LA guidelines.

The Headteacher has the responsibility for issuing fixed term suspensions. In these cases, additional behaviour support and strategies may be used, including the use of a Pastoral Support Programme (PSP) and/or a Risk Management Plan. We will work with outside agencies, parents / carers and the child to reintegrate them back into the school following a suspension.

For repeated or very serious acts of anti-social or dangerous behaviour, the Headteacher may permanently exclude a child. Other circumstances that may result in a fixed term suspension or permanent exclusion may include, but are not limited to, malicious allegations or malicious use of IT, possession of an offensive weapon or potentially harmful or illegal substances.

When establishing the facts in relation to an exclusion or suspension decision the Headteacher must apply the civil standard of 'balance of probabilities'.

The school conforms to the [DfE exclusion guidance](#) and will take note of any further guidance on exclusions provided by the Local Authority.

9. Managing pupil transition

Effective systems are in place to support pupils at all transition points for entry and exit to the school.

10. Clubs and Extended School Opportunities

At Tannery Drift First School children have access to a range of opportunities and clubs. Where these are organised by the school directly, the expectations of the school with regard to behaviour remain the same and this policy applies. Externally run clubs that hire the school premises outside of the school day have their own behaviour policies that parents/carers sign-up to separately.

Appendix 1

Early Years Consequence Ladder		
Step	Behaviour	Consequence
0	<ul style="list-style-type: none"> Listening to adults when they are talking Waiting for my turn to speak and put up my hand if I want to say something Sitting sensibly without distracting others Walking around school smartly and sensibly 	<ul style="list-style-type: none"> Adult to notice and give praise Stamp on my card Positive message sent home
1	<ul style="list-style-type: none"> Calling out when it is not my turn Making noises or disrupting others Talking during quiet time Inappropriate behaviour or language Not following an instruction from an adult immediately Not walking smartly and sensibly Refusing to attempt work 	<ul style="list-style-type: none"> 1st Verbal warning Adult gives reminder of positive behaviour choice linked to School Golden Rules
2	<ul style="list-style-type: none"> Repeatedly calling out Repeatedly making noises or disruption of others Repeatedly talking during quiet time Repeatedly inappropriate behaviour or language Repeatedly ignoring of instructions from an adult Continuing to not walk smartly and sensibly 	<ul style="list-style-type: none"> 2nd Verbal warning Pupil spoken to by staff 1:1 Adult directs positive behaviour choice Pupil to sit near adult Time out of CHIL time
3	<ul style="list-style-type: none"> Persistent disruption of learning and teaching Persistent defiance towards adults Persistent inappropriate behaviour in and around school 	<ul style="list-style-type: none"> Extended time out of CHIL Pupil directed to do something practical that resolves issue – i.e. tidy up mess, make apology card, kind gesture Class teacher to speak to parents
4	<ul style="list-style-type: none"> Escalation or continued behaviours of steps 1-3 Dangerous behaviour Verbally rude towards classmates or adults Rude gesture towards adults or peers Refusing to attend timeout Deliberate damage to property 	<ul style="list-style-type: none"> Pupil removed from the classroom Time out with an adult to calm down SLT/INCo informed Parents informed
5	<ul style="list-style-type: none"> Persistent behaviours from Step 4 Disruption or defiance when removed from class Dangerous behaviour 	<ul style="list-style-type: none"> Exclusion Formal letter sent home Moving forward plan will be discussed

Appendix 2

Consequence Ladder – KS1 and KS2		
Step	Behaviour	Consequence
0	<ul style="list-style-type: none"> Listening to adults when they are talking Waiting for my turn to speak and put up my hand if I want to say something Sitting sensibly without distracting others Trying my work and put up my hand if I need help Walking around school smartly and sensibly 	<ul style="list-style-type: none"> Adult to notice and give praise Stamp on my card Positive message sent home
1	<ul style="list-style-type: none"> Calling out when it is not my turn Making noises or disrupting others Talking during quiet time Inappropriate behaviour or language Not following an instruction from an adult immediately Not walking smartly and sensibly Refusing to attempt work 	<ul style="list-style-type: none"> 1st Verbal warning Adult gives reminder of positive behaviour choice
2	<ul style="list-style-type: none"> Repeatedly calling out Repeatedly making noises or disruption of others Repeatedly talking during quiet time Repeatedly inappropriate behaviour or language Repeatedly ignoring of instructions from an adult Continuing to not walk smartly and sensibly Continuing to refuse to attempt work 	<ul style="list-style-type: none"> 2nd Verbal warning Pupil spoken to by staff 1:1 Adult directs positive behaviour choice Loss of choosing time
3	<ul style="list-style-type: none"> Persistent disruption of learning and teaching Persistent defiance towards adults Persistent inappropriate behaviour in and around school Persistent non-completion of work 	<ul style="list-style-type: none"> Timeout outside the classroom/sent to another class Loss of playtime to complete missed work Loss of choosing time
4	<ul style="list-style-type: none"> Escalation or continued behaviours of steps 1-3 Dangerous behaviour Verbally rude towards classmates or adults Rude gesture towards adults or peers Refusing to attend timeout Deliberate damage to property Malicious allegation 	<ul style="list-style-type: none"> Pupil sent to senior member of staff Class teacher to inform parents Incomplete work to be sent home Loss of playtime Investigation and consequence depending on outcome
5	<ul style="list-style-type: none"> Persistent behaviours from Step 4 Disruption or defiance when removed from class Dangerous behaviour 	<ul style="list-style-type: none"> Exclusion Formal letter sent home Moving forward plan will be discussed

Children return to Step 0 at the beginning of a new session of learning/when they return to the class.



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