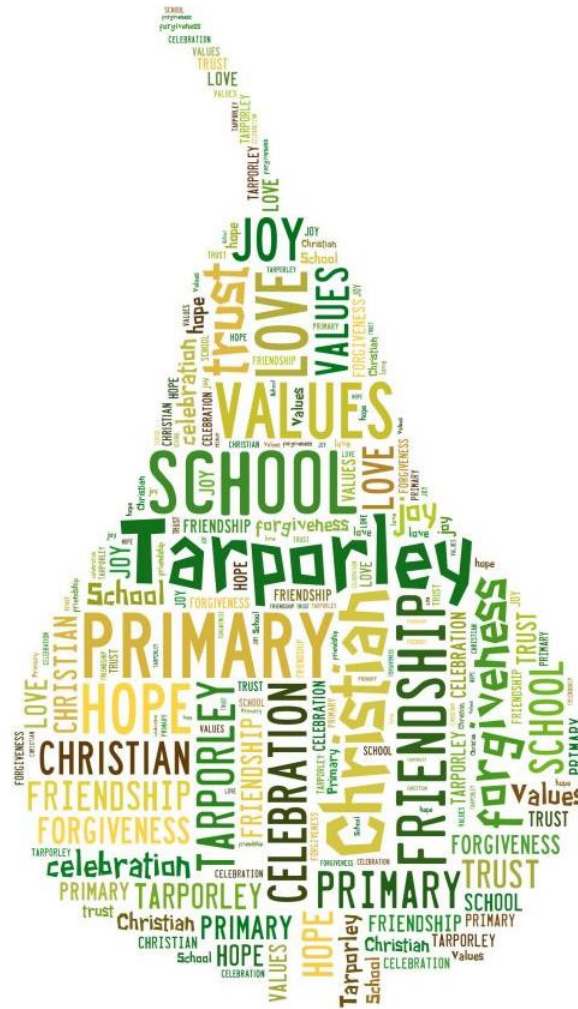


# TARPORLEY CE PRIMARY SCHOOL

*Let Your Light Shine (Mathew 5)*

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 4-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

## Behaviour Policy

### Tarporley CE Primary School Behaviour Policy

## 1. INTRODUCTION

The behaviour policy sets out: values we hold as important; the role of staff and parents; ways in which we will encourage and reward good behaviour and discourage behaviour that does not support our School Rules.

The school has five Golden Rules which were thought up by the children and agreed at the School Parliament. These rules are:

- *Think before you act and speak*
- *Respect everyone and everything*
- *Try your best and never give up*
- *Be safe and keep others safe*
- *Remember your manners*

## 2. SCHOOL VALUES

The Christian values our school holds are as follows:

- **LOVE**
- **FRIENDSHIP**
- **TRUST**
- **HOPE**
- **FORGIVENESS**
- **JOY & CELEBRATION**

Our school does not accept any behaviour which prevents others from feeling safe or being able to learn.

Our vision is for every child at Tarporley to Let Their Light Shine (Matthew 5) and to be the best they can be. This means we recognise that every child has gifts and that every child's gift should be nurtured. Our approach to behaviour, including learning behaviours, fosters an environment where children feel safe, happy, confident and able to grow as learners and as valued members of society. We also recognise the importance of forgiveness and encourage our pupils to resolve differences, forgive and to recognise that while we all make mistakes, we do not need to be defined by them.

### **Restorative Justice**

In keeping with our values and the importance of forgiveness, we use restorative justice. We invite individuals who have had a disagreement to come together, to work together to heal what has been broken, to hold individuals to account but also to find ways to move forward. Our Reflect and Reset approach supports this.

## 3. BULLYING

To avoid misunderstanding, we would define the term bullying as follows:

*“Bullying” is the persistent direct or indirect physical, verbal or emotional dominance of one pupil by another or a group of others.”*

We are conscious of the pain and distress which can be caused by all types of bullying. Occasionally children keep this pain to themselves which means that staff are not able to deal with it. We rely on parents and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and perpetrator. Bullying of any sort is not acceptable in this school. *Please see our anti bullying policy and our e-safety policy.*

## 4. ROLE OF STAFF

Staff will undertake to:

- create a calm and purposeful classroom atmosphere
- be well organised
- be constructive and positive, rewarding good behaviour
- be specific about what is expected and what is unacceptable
- deal fairly but effectively with bad behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- inform parents of any problems where appropriate
- set an example to the children in all matters

## 5. ROLE OF PARENTS

Parents should undertake to:

- work in partnership with the school to support their children's learning and development
- ensure that pupils arrive at school on time and in full school uniform
- ensure that pupils are collected from school at the appropriate time and that school is informed in writing of any changes to normal pick up routine
- support the school's rules, values and Christian ethos
- make an appointment with the class teacher to discuss any concerns regarding the behaviour of your child or any other child
- inform the school of any concerns, grievances or positive comments they may have

## 6. REWARDS

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. We are always striving to increase children's self esteem and make them want to do the right thing.

Good behaviour and work is rewarded in many different ways taking account of the age of the child. Rewards may include some of the following:

- praise within the class,
- informal talks to parents;
- public commendations (in Celebration Assembly for example);
- prominent displays of children's work;
- taking work to show another teacher or sharing good behaviour or attitude
- taking work to the Headteacher or sharing good behaviour or attitude
- a phone call or other communication with parents to celebrate good behaviour, work or attitude

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is our underlying principle.

In our school, we have two main reward systems. These were discussed by the School Parliament. These are as follows:

**House points** – All children in the school are put into one of the four houses. Children from the same family will be in the same house. These are based on the four local castles Beeston, Cholmondeley, Chester and Peckforton. During the week, children can collect house points for their house. These will be given for good behaviour, attitude and work. At the end of the week, the points are collected and at the Friday Celebration Assembly, the house points are read out. Shields are then awarded to each house depending on the number of house points collected. At

the end of each half term, the team with the most points wins. The house shield is awarded to the Parliament Leader for that house.

**Sticker books** – Each child has a red sticker book. Into this they put stickers which are collected for especially good work or behaviour; these stickers are awarded throughout the week or at Sticker time on a Friday morning before assembly.

The class teacher will award 8-10 stickers per week. When half a sticker book is filled it is then brought to the Celebration Assembly and the child is praised in front of the school. When all 24 stickers have been collected, the child receives a certificate and a gift from the school (to be decided by the school parliament).

In addition to the above, individual class teachers may also have other small reward systems in place. In our Friday Celebration Assembly, other achievements both within and outside of school are celebrated.

Children can be sent to the Head Teacher to receive stickers and go into the Golden Book. These names are then read out at the Celebration Assembly.

Class teachers also choose a Star of the Week from each year group who sits at the front of assembly and the reason they are Star of the Week is shared with the school. Families are also invited to join this Assembly.

Mid-day Assistants and staff also have raffle tickets which they can award at playtimes for good behaviour, attitude or acts of kindness. These will be kept in a class box and a draw will take place at the end of each half term and prizes awarded. The children will be encouraged that they have to be 'in it to win it!'

A Good Samaritan card will also be presented for any acts of kindness and a BOOKS approach post card can be write for a pupil demonstrating our BOOKS approach (bravery, outward-facing, opportunities, knowledge and skills and spirituality).

## **7. WHEN THINGS GO WRONG**

At Tarporley CE Primary, we take a trauma-informed approach to behaviour because we believe that there will always be an underlying reason for poor behaviour choices. The emphasis should always be on 'What happened to you?' rather than 'What is wrong with you?'. We take the time to get to know our pupils and families so that we have a complete picture of the possible causes of poor behaviour and how we should respond. Strong relationships are at the heart of this, and we have sensitive, skilled staff and qualified Emotional Learning Support Assistants (ELSAs) who act quickly to support children when there is a change in their behaviour.

We recognise the power of scripts to ensure consistency from adults when managing poor behaviour. Scripts help adults to deal with tricky behaviour calmly and consistently so that pupils:

- receive consistent approaches to behaviour from every adult
- understand our expectations for the behaviour we want to see
- understand boundaries

Scripts will work for the majority of pupils the majority of the time. At Tarporley CE, we use scripts such as:

### **Showing empathy:**

I noticed that you seem \_\_\_\_ today.

I bet that was frustrating but...

**Setting boundaries:**

I will not allow...

You can't... but you can...

**C.A.L.M. Scripts:**

Created by Ginny Lalieu, C.A.L.M. scripts are rooted in emotion coaching principles. C.A.L.M. stands for: Connect, Acknowledge, Limit, Move.

**Connect** with yourself and the child

**Acknowledge** the feeling beneath the behaviour

**Set the limit**

**Move** the behaviour forward

This might look like this:

Scenario: Calling out

**1. Connect**

Connecting gets the child on side and supports 'buy in':

'Sarah, your opinions and ideas matter to me.'

- ✓ Use their name

**2. Acknowledge**

It's really important that children feel like they are being seen and their experiences are valid without judgement:

'Sometimes it's so tricky to wait our turn.'

- ✓ Relate to their experience
- ✓ Validate their feelings

**3. Limit**

It's really important to empathise with the feeling but draw a line at the behaviour:

'But we won't allow interrupting – it's only fair for everyone if we take turns.'

- ✓ Refer to the expectation
- ✓ Be clear

**4. Move**

Once the limit is set, it's key to move the behaviour forward by redirecting, telling them what they CAN do and modelling next steps:

'But you can share your ideas on your whiteboard or with your talking partner.'

- ✓ Realistic
- ✓ Collaborative solution

While our emphasis is always on recognising and rewarding positive behaviour choices, we also believe that it is important to make clear that poor behaviour is unacceptable. Pupils should learn to expect fair, proportionate and consistently applied consequences when appropriate.

## EYFS and KS1

Pupils are introduced to our Golden Rules upon entry to school, and these are referred to as part of everyday classroom practice. Each class within EYFS and KS1 has a behaviour chart personalised to the class name or the pupils' interests.

If a child is not following our Golden Rules:

1. An adult will give a **verbal reminder using our CALM script** that the pupil needs to stop, reflect and change their behaviour to avoid moving their name to the next step on the chart. The adult will observe closely and look for the first possible opportunity to praise the pupil for turning their behaviour around
2. Should the poor behaviour continue, the pupil will **move their name to the next step**. The adult will clearly explain why the pupil's behaviour isn't acceptable, and will provide an opportunity for the pupil to share their thoughts and feelings and to calm down. It will be emphasised that they can still turn their behaviour around
3. Should the poor behaviour continue further, the pupil will **move their name to the final step** on the chart. Again, the adult will speak to the pupil about why their behaviour choices were wrong and how we all need to follow the Golden Rules and why. Parents will be informed of the pupil's behaviour choices that day, and their behaviour would also be logged on CPOMS, our whole-school behaviour monitoring software, so that we can identify trends

Every pupil's name card begins each new session together reflecting that each session is a fresh start and an opportunity to make good choices.

At any point in this process, adults may utilise our Reflect and Reset approach which provides pupils with an opportunity to:

- reflect on what has happened and their role in it
- communicate what has happened so they know they are listened to
- identify their feelings during the behaviour incident
- reflect on how their actions have made others feel
- recognise the impact their actions have had
- identify how they can put things right

## KS2

As our children grow in maturity and our expectations of them change, our behaviour approach changes too. We have a 3-step approach to ensuring children are encouraged and supported to make a positive contribution to our school:

1. If a pupil is not following our Golden Rules, they would receive a **verbal reminder using our CALM script** to change their choices and turn their behaviour around
2. Should the behaviour continue, pupil would receive a **verbal warning**. The potential consequence for future poor behaviour choices would also be explained at this stage
3. Adults would action the consequence if the poor behaviour continues further

Staff would then make the decision when to contact parents depending on the nature and frequency of the behaviour choices.

If teachers find that the above systems do not work with a specific individual or cohort, they should speak to the Behaviour Lead to review current practice and create a bespoke series of consequences.

For most children across all age-groups, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However, sometimes we have to take further steps for the sake of the child and their peers.

If a child misbehaves in a certain way or chooses to continue to break the Golden Rules after the initial steps have been implemented, then:

- They will be spoken to by the class teacher and they will be given the opportunity to have a calming down period / reflective period
- If the behaviour continues, they will be sent to the Phase Lead who will speak to them about their behaviour
- If the behaviour continues, they will be sent to the Deputy Head (Behaviour Lead) who may make a phone call home to explain to parents what has happened
- If the behaviours continue, they will be sent to the Head who will decide whether a meeting should be arranged with parents and the child
- Where appropriate, our SENCO would also be involved in speaking with pupils and parents and offering support such as signposting families to relevant organisations and working with staff to make appropriate referrals for outside support

At any point in this process, as in EYFS and KS1, adults may utilise our Reflect and Reset approach which provides pupils with an opportunity to:

- reflect on what has happened and their role in it
- communicate what has happened so they know they are listened to
- identify their feelings during the behaviour incident
- reflect on how their actions have made others feel
- recognise the impact their actions have had
- identify how they can put things right

The above steps may be escalated or adapted as appropriate in a crisis situation.

We recognise some children may not respond to our usual school behaviour system and in order to meet their needs we will seek advice from the behaviour support team and introduce an Individual Behaviour Plan (IBP) or Behaviour Contract as appropriate and additional support systems as necessary. This would always be undertaken in consultation with families.

In appropriate circumstances and if everything else has proved ineffective, the Headteacher retains the power to exclude a pupil from the school (The Education and Inspections Act 2006).

## 8. WHEN THINGS GO WRONG AT LUNCHTIME

Lunchtime provides our pupils with much-needed time to relax, socialise, develop the skills of cooperation and collaboration and to simply be children. We recognise however, that for some children, the freedom that lunchtimes provide coupled with the mixing of children from all classes and age groups can mean that some children struggle to maintain the excellent behaviour they demonstrate in class. Midday Assistants (MDAs) follow a similar three-point approach to supporting pupils who make the wrong choices.

1. If a pupil is not following our Golden Rules, they would receive a **verbal reminder using our CALM script** to change their choices and turn their behaviour around
2. Should the behaviour continue, pupil would receive a **verbal warning**. The potential consequence for future poor behaviour choices would also be explained at this stage
3. Adults would action the consequence if the poor behaviour continues further. The consequence would be **time to reflect** - a specified time with a sandtimer for the pupil to consider their actions. MDAs would then discuss the pupil's behaviour choices with them a

support them in moving forward. The class teacher would be notified who would decide whether further action was needed.

## **9. THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS**

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises, the Headteacher will record the details and inform the parents. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. Staff have received Team Teach training to ensure that de-escalation techniques are always used in the first instance.

**Reviewed: February 2022**  
**November 2022**  
**January 2023**  
**April 2024**

### **Appendix 1: written statement of behaviour principles**

*Here at Tarporley CE Primary School we believe that:*

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents, when appropriate, to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 3 years as a minimum.