



**MILL LANE**

**BEHAVIOUR POLICY**

**Policy Date: March 2021**

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**Adopted by the Governors of  
Teignmouth Community School  
on 11 March 2021**

## Contents

1. Aims.....	3
2. Stay on Green.....	4
3. Recognition and rewards.....	4
4. Sanctions and behaviour management .....	6
5. Serious Incidents and exclusions .....	8
6. Roles and responsibilities.....	9
7. Training.....	9
8. Monitoring arrangements .....	9
9. Pupil support.....	9
10. Legislation and statutory requirements.....	10
11. Links with other policies.....	10
Appendix 1: Stay on Green Behaviour Poster .....	<b>Error! Bookmark not defined.</b>
Appendix 2: House Point Tariff .....	12

## Amendment Record

VERSION No.	DATE	AMENDED BY	NATURE OF CHANGE
1	March 2021	Malcolm Douglas and Annabelle Thomas	Policy update

## 1. Aims

Teignmouth Community School, Mill Lane is a primary school with a nursery. It caters for children from 2 - 11 years old and is a part of the Osprey Learning Trust. This is a whole school policy with expectations and rewards related to the age and stage of the pupils.

The behaviour policy at Teignmouth Community School is a statement of our commitment and dedication to ensuring that every pupil has the right to learn and thrive in a safe and stimulating environment. At Teignmouth Community School, we believe that good behaviour is key to a good education. The school environment plays a central role in the social and emotional aspects of a young person's development, as well academic learning and development. Pupils are encouraged to show high levels of engagement, courtesy and cooperation in and out of lessons in order to ensure that a positive and healthy ethos is created throughout the whole school. All members of the school community have the responsibility to model and promote the high standards of behaviour we expect of our children and are expected to help maintain an atmosphere conducive to learning.

The **Stay on Green behaviour** aims to provide the foundation for pupils to flourish, based on our 6 core behaviours which we refer to daily and are embedded throughout our curriculum. The behaviours are split into two categories:

### **Behaviours for Life:**

- Respect
- Responsibility
- Honesty

### **Behaviours for Learning:**

- Resilience
- Independence
- Curiosity

The aim is to ensure all members of the school community demonstrate these at all times, including on their journey to and from school, to promote positive behaviours consistently and fairly so that all children can thrive in a safe and stimulating school environment. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## **REQUIREMENTS**

Everyone is responsible for implementing the behaviour policy consistently and fairly. In the world around them, children experience a variety of behaviours, both good and bad. All adults within the school community have a responsibility to help, support and guide children in order to develop the child's ability to make informed choices about their behaviour independently. By modelling the behaviours we expect of pupils, we are setting

a good example; this is invaluable for children at all ages and something we ask parents/carers and school staff to remember at all times.

## 2. Stay on Green

The aim of the Stay on Green behaviour is to promote positive behaviour. All behaviour should be measured against the aims as displayed on our 'Stay on Green' behaviour posters (Appendix 1).

At the beginning of each year, the poster agreement will be shared and promoted in classes and assemblies and then revisited termly, and as appropriate. The poster will be displayed in each classroom and referred to regularly. Children's names will be displayed on the poster and moved accordingly.

We will always remain positive and professional even in the most challenging of circumstances. We will discuss the behaviour NOT the person. The school supports a nurturing / attachment aware approach to supporting behaviour and development.

Careful consideration will be given to class groups, curriculum organisation and use of support staff in promoting positive behaviour.

Teaching staff will strive to plan engaging learning experiences suitable for the needs of the pupils within their class.

Pupils who behave well will be recognised with rewards. These will be in a variety of formats. The whole school systems for promoting positive behaviour are through the House Point system which encourages individual, house team and whole school positive behaviour.

## 3. Recognition and rewards

**The House System** – Every member of our school community belongs to a house. Pupils are attached to a house and will stay in it right through their time at Mill Lane. New pupils will be allocated houses as part of their induction. All pupils will be able to earn 'house points' which will be recorded in their own classrooms via Class Charts. House points will be awarded for attendance, correct uniform (including P.E. and outdoor learning kit), home learning, reading diaries, as well as demonstrating our green behaviours as indicated on the house point tariff poster (Appendix 2). All members of staff can award house points to individuals. House points are tallied on Class Charts during the course of the week and totalled on a Friday ready for the House points assembly the following week.

The house points children collect contribute towards a number of rewards. These rewards can be obtained individually, or as part of a wider group. These rewards are detailed below:

- **House Point Certificates** - At the end of every week, the top 4 house point earners from each class will receive a house point certificate. These children will then sit on the VIP table at lunch times the following week.
- **House Point Badges** - Throughout the school year, children can also work towards individual badges. Once they hit a target number of points, they will receive the following badges in the assembly.
  - Bronze Award – 250 house points
  - Silver Award – 500 house points
  - Gold Award – 1000 house
- **House Point Cup** - During a weekly assembly, the house cup is awarded to the house with the most points from the previous week. The cup is collected by the house captains and is displayed along with pictures of the half termly top house point earners, for all children, staff and visitors to see.
- **Sports Day Cup** – Children will represent their house during sports day, earning points for their performances. The winning house will be presented with the sports day cup.
- **House Colours Day** – At the end of each half term, the winning house will receive a non-uniform day where they can come into school wearing their house colours.
- **Rewards Afternoons** – At the start of each term, a whole school target will be set. If children achieve this target, then they will receive a rewards afternoon. These afternoons are led by the house leaders. Pupils have an input into designing their rewards afternoons.

### **Other recognition alongside the House Points**

**Learning Certificates** – Certificates are presented during phase assemblies each week for pupils nominated by their teacher and/or teaching assistant. There are three certificates: an outstanding learner award, which is given for a child's particular achievement within their learning; a green behaviour award, which is given for demonstrating a particular stay on green behaviour and a writer of the week. Class teachers are to keep a record of which pupils have received the certificates. Certificates go home to parents/carers.

**Attendance** - Classes are also rewarded for their attendance and punctuality. Each week, the class with the highest attendance receive a certificate to be displayed outside the classroom. Each term, pupils with 100% attendance receive individual certificates and receive an invite to attend an event to celebrate and reward outstanding attendance.

## 4. Sanctions and behaviour management

### Unacceptable behaviour

Examples of unacceptable behaviour are (but not limited to):

- Disruptive behaviour in class (e.g. calling out, distracting others),
- Time wasting,
- Ignoring instructions,
- Rudeness towards others (e.g. name calling, answering back),
- Offensive language,
- Property Damage,

### Consequences

Consequences may be imposed for unacceptable behaviour when the pupil is:

- In lessons
- At break and lunchtimes
- Taking part in any school-organised / school-related activity,
- Travelling to or from school,
- Wearing school uniform,
- Identifiable as a pupil at the school.

Children may also be subject to consequences whether or not the above apply when:

- There may be repercussions for the orderly running of the school,
- A threat is posed to another pupil or member of the public (e.g. online bullying),
- The reputation of the school could be adversely affected.

Where unacceptable behaviour is displayed by individuals or groups, all staff have a duty to follow the consequences in a consistent way, using their professional judgement and ensuring sanctions are reasonable, proportionate, fair, rational and lawful.

### Classroom consequences

1. **Positive reminder and reinforcement.** The teacher/TA to give a verbal reminder to the pupil of the correct behaviour required but does not enter into discussion or argument. Stay on green poster referred to for visual reminder also, with pupil's name being moved accordingly.
2. **Positive change.** The teacher/TA will support the pupil in making a positive change within the classroom. This may take the form of a positive conversation to find out the reason for the displayed behaviour so that the child can be best supported. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.

3. **Reflection – move in class.** The teacher/TA will ask the child to move within the classroom to help support any distraction that may be causing the behaviour. This may be a move away from a particular pupil to a designated area within the classroom. Upon a positive change, the child will be invited to return to their place. Incidents are recorded on Class Charts by the class teacher who then informs parents/carer at the end of the day. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.
4. **Reflection – move to buddy class.** The teacher/TA will escort the child to their buddy class for a reflection time (time will depend on the age of the pupil – 3 minutes N/R, 5 minutes 1/2 and 10 minutes 3/4/5/6). It is the class teacher/TA's responsibility to collect the child. Incident recorded on Class Charts by class teacher who informs parents/carer at the end of the day. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.
5. **Referral – school leader.** If consequences 1-4 happen again, then the child will be referred to a member of the school leadership team and potentially isolated for an extended period out of class. It will be the class teacher's responsibility to provide the work and to also 'check in' with the pupil before the end of the day. The incident will be recorded on Class Charts by the class teacher. School leader to inform parents/carer at the end of the day.

If a pupil refuses to comply with consequences 1-4, then the incident may be escalated instantly to 'Referral – school leader'.

During a period of reflection within the classroom, it is not anticipated that a child will miss any learning. However, in the event that learning is missed due to a 'reflection time', it is expected that the child will complete the task at another time. This will be at a break time or lunchtime, supervised by the class teacher or TA, or at home with parents.

### **Break and lunch time consequences**

1. **Positive reminder and reinforcement.** The member of staff on duty will give the pupil a positive reminder of the correct behaviour expected.
2. **Positive change.** The member of staff on duty will support the pupil in making a positive change. This may be directing or modelling more appropriate games/play.
3. **Reflection.** The member of staff on duty will direct the child to miss 5 minutes of their play. The child will stay with the member of staff for the duration of this time. Incident recorded on Class Charts.
4. **Referral.** The child will miss the remainder of their play time. They will be taken to a school leader for this. Incident recorded on Class Charts.

**If a child persists with unwanted behaviour for an extended period of time, the following strategies may be employed:**

- **Initial Meeting** – this will be organised by the class teacher, who may ask for a member of the leadership team to attend, in order to discuss the behaviour and agree a positive plan for moving forward. This may take the form of the following:

- **Individual Reward System** – this may be needed to help individual pupils who need something extra to help support their behaviour needs. This may take the form of small step rewards towards an end target.
- **Time in Kingfisher’s (nurture provision)** – this may be needed to help support individuals with more complex needs. We recognise that for some pupils with more complex needs, alternative support to help with behaviour and responsibility might be needed. The Kingfisher provision is aimed to support those with more complex emotional and social needs who require other strategies to help modify and manage behaviour.
- **Supported Social Times** – this may be needed to help support individuals who are struggling to manage their behaviour during break/lunch times. A timetable may be put together outlining the activities the pupil can engage in during break/lunch time.
- **Report Card** – The parents/guardian, class teacher and pupil will identify three key areas which the child should focus on for improvement. These will then be checked in each lesson and marked on a report card. The report card will be shared between home and school to allow the parents/guardian to be informed daily of the pupil’s behaviour.

## 5. Serious Incidents and exclusions

Examples of serious incidents are (but not limited to):

- theft
- physical assault with intent
- defiance / refusal to comply with consequences
- bullying / intimidation (including racial harassment or via text and social media)
- deliberate damage to property
- the use of obscene and offensive language
- spitting at another child or adult
- bringing inappropriate items into the school (offensive weapons, stolen items etc)
- setting off the fire alarm

**Fixed Term Exclusions** - Continued unacceptable behaviour, intentional disregard for school rules or a serious incident (as detailed above) may result in a fixed term exclusion. In this instance, a meeting will be called. The class teacher will plan the work for the duration of the exclusion and this will be passed onto parents/carers.

During the fixed term exclusion, a meeting will be held with a member of the leadership team, the class teacher and the parents/carer. This will be in order to discuss a strategy for reintegrating the pupil and helping to manage future behaviour.

The school will give due consideration to any safeguarding concerns and whether continuous disruptive behaviour might be the result of unmet educational or other needs. They may also consult with other agencies during the process to gain advice about, or support for, the individual or family.

**Permanent Exclusions** - A decision to permanently exclude a pupil may be made in response to a serious breach or persistent breaches of the school’s behaviour policy or

where it would seriously harm the pupil's own or others education. It will only be used as a last resort and the decision will be lawful, reasonable and fair.

## 6. Roles and responsibilities

### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School/Principal to account for its implementation.

### The Head of School/Principal

The Head of School/Principal is responsible for reviewing and approving this behaviour policy. The Head of School/Principal will ensure that the school environment encourages the green behaviours and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 7. Training

Our staff have received training on managing behaviour in line with the behaviour policy and behaviour management also forms part of their continuing professional development.

## 8. Monitoring arrangements

This behaviour policy will be reviewed by the Head of school and local governing body every three years.

## 9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 10. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, it is based on:

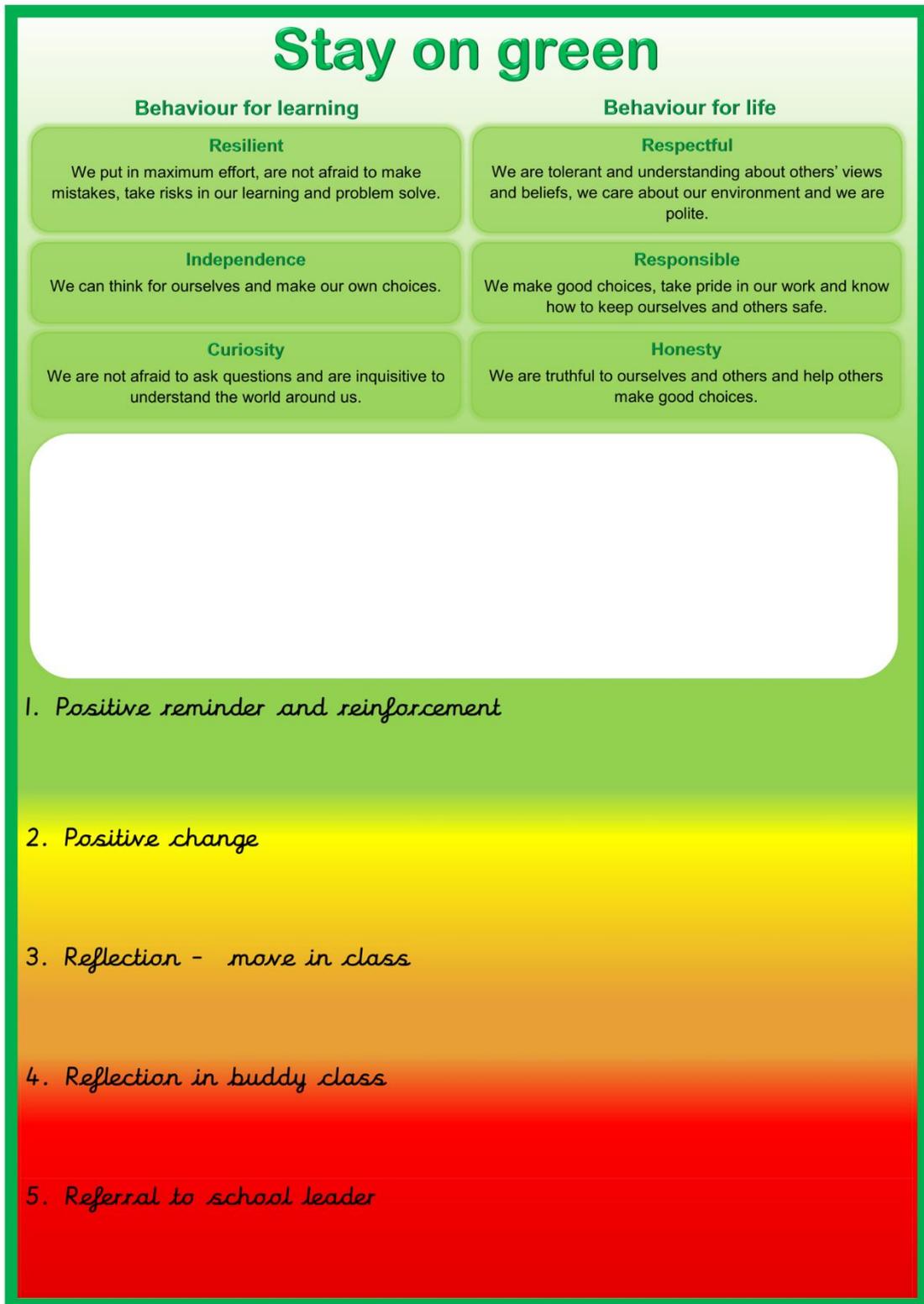
- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Mobile phone policy
- Uniform policy
- Use of reasonable force policy
- Safeguarding policy

## Appendix One – Stay on Green Behaviour Poster



The poster is titled "Stay on green" in large green font. It is divided into two columns: "Behaviour for learning" and "Behaviour for life". Each column contains three green boxes with specific traits and descriptions. Below these is a large white rounded rectangle. At the bottom, a vertical gradient bar transitions from green to yellow to red, with five numbered steps in cursive text.

# Stay on green

Behaviour for learning	Behaviour for life
<b>Resilient</b> We put in maximum effort, are not afraid to make mistakes, take risks in our learning and problem solve.	<b>Respectful</b> We are tolerant and understanding about others' views and beliefs, we care about our environment and we are polite.
<b>Independence</b> We can think for ourselves and make our own choices.	<b>Responsible</b> We make good choices, take pride in our work and know how to keep ourselves and others safe.
<b>Curiosity</b> We are not afraid to ask questions and are inquisitive to understand the world around us.	<b>Honesty</b> We are truthful to ourselves and others and help others make good choices.

1. *Positive reminder and reinforcement*

2. *Positive change*

3. *Reflection - move in class*

4. *Reflection in buddy class*

5. *Referral to school leader*

## Appendix 2 – House Point Tariff

Class teachers and teaching assistants will award a house point on Class Charts for the following:

<b>Attendance</b> Being on time and ready to learn at registration.	1
<b>Uniform</b> Having and wearing the correct uniform (including PE and outdoor learning kit)	1
<b>Home Learning</b> Completing and bringing in home learning on time.	1
<b>Reading Record</b> Having their reading record/AR book in school.	1
<b>Resilience</b> Putting in effort, taking risks in learning and problem solving.	1
<b>Independence</b> Thinking for themselves, making their own choices and completing learning on their own.	1
<b>Curiosity</b> Asking relevant questions and being inquisitive in their learning.	1
<b>Respect</b> Caring for the school environment, others' views and beliefs and using good manners.	1
<b>Responsibility</b> Making good choices, taking pride in their work and keeping themselves and others safe	1
<b>Honesty</b> Telling the truth to others and themselves and helping others to make good choices.	1