



# Behaviour Policy

Reviewed and Updated: September 2022

Next Review date: September 2023

## Our Values

We show **respect**

We are **kind**

We are **resilient**

We are **responsible learners**

We **work as a team**

We are **aspirational**

"A school where respect and courtesy are high on the agenda will be a community which fosters good relationships, as well as accelerated learning."

(Greg Sampson )

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## **1 Policy statement**

Troon School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our school ethos 'To be the best we can' and our core rules and values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviours and dynamic interventions that support staff and learners.

## **2 Aims of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values respect, kindness, responsibility, team work, resilience and being aspirational
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.



'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick

to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

### **3 Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **4 Rules (Ready, Respectful and Safe)**

Ready, Respectful and Safe are the three rules which underpin our behaviour policy.

**'Ready'** - Ready to learn, ready to listen, ready to participate etc.

**'Respectful'** - Respect for themselves. Showing respect to their peers, to adults, to our environment.

**'Safe'** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
<ol style="list-style-type: none"><li>1. School uniform</li><li>2. Listening</li><li>3. Be on time</li></ol>	<ol style="list-style-type: none"><li>1. Listen to others and expect to be listened to.</li><li>2. Appropriate language and tone.</li><li>3. Look after the building, displays and equipment.</li><li>4. Represent Troon at its best, both in and out of school.</li></ol>	<ol style="list-style-type: none"><li>1. No physical contact.</li><li>2. Stay safe online both in and out of school.</li><li>3. Report any problems to an adult.</li></ol>

**Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.**

Staff use these rules to highlight the behaviour they want to see around school. These simple rules ensure rewards and consequences are applied consistently. Expectations are reinforced through assemblies and in the way that staff and pupils interact throughout the school.

## **5 Expectations of Adults**

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

### **Family Liaison Officer (FLO)**

Family Liaison Officers provide support and guidance to children and families who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. Learning mentors aims to support pupils overcome behavioural, social or emotional problems that are affecting their learning. The FLO will:

- Meet and greet learners and families at the beginning of the day and monitor attendance
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Be a visible presence around the school and playground especially at transition times.
- Be calm
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Build relationships through planned nurture sessions/interventions and 1:1 activity.
- Support families and school to access external agencies and support
- Support children in class to enable them to receive first quality teaching when appropriate.
- FLO support students develop coping strategies, enhance their motivation, raise their aspirations and encourage them to re-engage in learning

### **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Meet and greet learners and families at the start of the day.
- Be a visible presence around the school and playground especially at transition times.

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners
- Liaise with external agencies

## **6 Consistency in practice**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Seek support however teachers need to be part of the follow up.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently **reinforced rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values.

## **7 Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards including the use of Class Dojo. The use of praise develops a positive atmosphere in the classroom that cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. The children collect Dojo points and redeem them at the end of term for celebration activities.

At Troon School, children who make good choices get attention. Each classroom has a Recognition Board to recognise each individual's effort towards a common goal. These

boards celebrate effort and recognise each individual within the classroom. Children who have gone over and above the behaviour expectations will be nominated for Hot Chocolate/Chocolate milkshake to celebrate being an 'Impeccable pupil'.

## **8 Positive Behaviour Plans**

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## **9 Classroom support plan**

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given take up time in between steps. It is not possible to leap or accelerate steps for repeated low-level behaviours.

**Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.**

1) Reminder	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Warning	<p>A reminder of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p><b>Scripted warning:</b>  <i>"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when you..(something positive) and how that made you feel? I expect you to... Thank you for listening". Walk away as soon as you have finished and praise pupils who are getting it right.</i></p>
<b>Two-minute intervention</b>	<p>Give the learner a chance to reflect away from others (preferably out of the classroom) Speak to the learner privately and give them a final opportunity to engage using following script.</p> <p><b>Scripted intervention:</b></p>

	<p><b>Curiosity</b> – Are you okay? I thought it would be better to talk away from everything. I wondered what was up.</p> <p><b>Accept</b> – I asked to speak to you because I noticed you were struggling to keep to our rules ready, respect, safe</p> <p><b>Signal where we are going</b> – this is a just a pause I want to get you back in and working</p> <p><b>Reset expectations</b> – we have agreed that ..... is one of our rules. I need you to .....</p> <p><b>Offer help</b> – what do you need most right now to help you get back to learning</p> <p><b>Plan</b> to go back in – okay breathe we need to go back in. When you go back in, I will make it easier to go back in by.....(move desk, adult support)</p>
<b>Triage with SLT or FLO</b>	<p><b>Removal from lesson or playground is a sanction</b></p> <p><i>Script:</i> I noticed you chose to ..... (noticed behaviour) You need to go to.....</p> <p>At this point the learner will be referred internally to another room in the school. All triage must be recorded on My concern. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>If a child refuses to step out then adults will remain calm and use Microsoft Teams or another means to ask for support.</p>
Reparation	<p>A restorative meeting should take place before the next lesson with the adult involved. (note walk and talk, stack books, clean up and talk – a restorative conversation is so much easier and productive if it isn't done sat round tables.) The adults will decide on the appropriate consequence if needed. The next lesson will be treated as a fresh start.</p> <p>5 questions is usually enough from the following</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
Formal Meeting	<p>A meeting with the teacher, learner and parent, recorded on My Concern with agreed targets that will be monitored over the course of two weeks.</p>



### **What happens in Triage?**

Self-regulating space

Opportunity to talk, access support and reset

Quiet place to study

The area is managed by pastoral staff

### **Repair - Self regulating space**

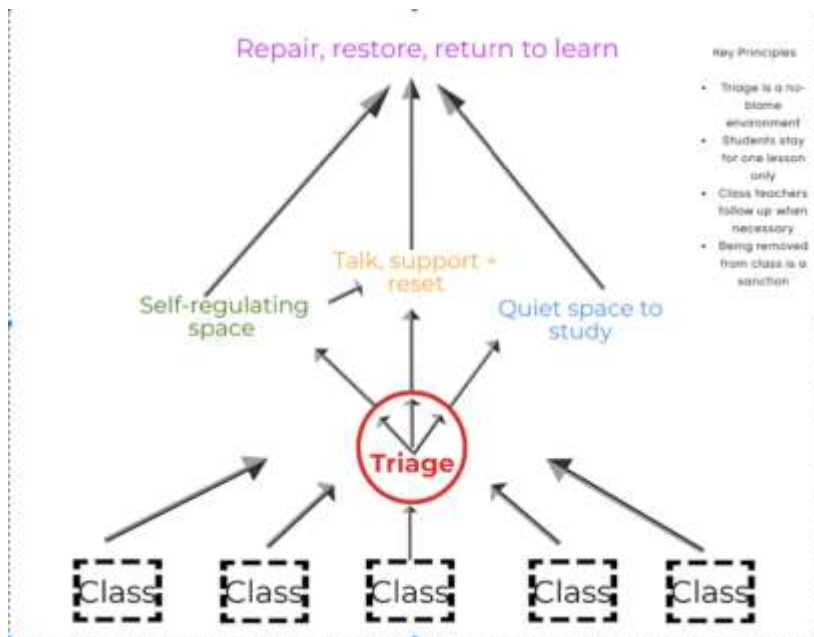
Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

### **Restore - Space to talk, access support and reset**

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

### **Return to learn - Quiet space to study**

This would be the area where students would complete the work that they are missing due to being removed from class. This could happen quite quickly after arriving, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their next lesson ready for learning.



## **10 Consequences**

If a child has two incidents in a week requiring intervention the class teacher must inform parents. This must be recorded on My concern.

If a child has three or more incidents in a week (or regular incidents) requiring intervention a meeting with SLT and parents/carers will be arranged, and a review meeting will be scheduled. This must be recorded on My Concern.

Regular incidents may lead to a child being put on a positive behaviour plan.

A serious breach of the behaviour policy both inside and outside of school or online may lead to a fixed term or permanent exclusion.

Consequences should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. Consequences could include completing work that has been missed, missing an appropriate amount of break time, apologising, natural consequences, cleaning up a mess made etc.

## **11 Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort. The school will record all serious behaviour incidents on My Concern

Exclusions may occur following extreme incidents at the discretion of the HT.

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
  - travelling to or from school
  - wearing school uniform
  - in some way identifiable as a pupil from our school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school
- In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

**This policy should be read in conjunction with the anti-bullying policy and exclusion policy.**

