



BEHAVIOUR POLICY @ Tranmere Park Primary School



Date Written: March 2018 (updated December 2023)
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Rationale

- We are committed to providing a calm, safe and supportive working environment for all members of the Tranmere community.
- We expect tolerance, politeness and kindness.
- Tranmere Park Primary School does not tolerate any form of bullying or harassment directed at anyone within the school.
- Verbal or physical attacks, name calling or isolating individuals from groups are all treated with the utmost seriousness.
- We rely upon a small number of whole-school rules which members of the school community are expected to follow.
- We will always ensure that boundaries between acceptable and unacceptable behaviour are clear.
- Where behaviour is unacceptable, individuals will be given every opportunity to understand what it is they have done wrong. Repeated infringements will result in sanctions such as loss of privileges. If problems arise, parents will be advised of any action that is to be taken. In applying the behaviour policy, we will ensure that rewards and sanctions are applied fairly and consistently, ensuring that all pupils reach their full potential.

Ethos

- At Tranmere Park Primary School, we have high expectations of all children and provide a safe and high-quality environment in which to learn.
- We understand that positive behaviour is built on **positive relationships** - amongst staff, pupils and visitors.

We follow our ethos of:

'**Be yourself. Be your best. Be Team Tranmere**', encouraging all members of the school community towards positive choices, while accepting that some may find this easier than others.

- We expect good behaviour and ensure that our teaching promotes this.
- We always strive to ensure that social and relational learning features in classroom practice, in the same way that more classically academic learning does.

School Rules

At Tranmere Park Primary School our rules are: -

Take care of our school and everyone in it.

Everyone included, everyone kind.

Always show behaviour for learning.

Move around school sensibly and quietly*.

*Tranmere uses 'Tranmere Travel' in a way to promote positive movement around the school. The Three Cs - **Calm, Careful, Considerate** - should be referenced and promoted wherever movement around the school grounds occurs.

Learning Behaviours

- Our Learning Behaviours have been selected and developed by the staff to target focus areas of meta-learning and social development pertinent to our school community and to children growing up in today's society more generally. They are the focus of our termly 'Pupil Mentoring' meetings and provide a framework for our pupils and teachers, when reflecting on their learning.
- The Learning Behaviours should be referenced frequently by all staff and should be present in class targets and individual pupil targets. These will be displayed in classrooms.
- **S.L.A.N.T.** (Sitting up straight, Listening, Asking/Answering questions, Nodding, Track the speaker) is used in classes to promote positive focus.

Rewards

- Our behaviour policy is based on a positive approach, where rewards and encouragement are the main strategies used to promote good behaviour. We use many opportunities to praise and reward children including:

- Praise given in class or around school - may be verbal, non-verbal or written
- Positive comments written on work or reflected by green stamps and high effort scores.
- Being nominated for a 'special mention' in Thursday assembly - two children from each class.
- Being awarded team points and an opportunity to gain certificates and merit awards

- Individual children can be awarded points for their team, which are counted each week. This system allows children to be rewarded as individuals and encourages and motivates children to work with a team - **Pegasus, Minotaur, Phoenix, and Hydra** - to play their part as a team member. All staff, including lunchtime and cleaning staff, can award team points. They are awarded for good work, positive attitudes, politeness, effort etc. At the end of each half-term, the team with the most points receive a collective reward.

Sanctions

- If children display inappropriate or poor behaviour, sanctions should be employed swiftly, consistently, and discretely. Sanctions should be proportionate and reasonable. The sanction approach outlined below will be applied to pupils each time they are representing our school, whether on site, on trips or during sporting events.

- The teacher should record movement through the behaviour system discretely to ensure consistency and accuracy.

1. A '**First Official reminder**' from the teacher explaining the problem clearly, referring to the school/class rule being broken: *'Michael, you are not showing behaviour for learning, that is a first official reminder - nothing will happen, but I will have to write it down.'*
2. Should problem behaviour persist, the child is given a '**Second Official Reminder**': *'Michael, you are not showing behaviour for learning. That's a second official reminder - I will have to write it down, and if it happens again, it will lead to a Time-Out'*.
3. Should problem behaviour persist, the child is given a '**Time-Out**', and 15 minutes is taken from the beginning of lunchtime - SLT to staff 'Time Out' room/location: *'Michael, you're not showing behaviour for learning, and I now have to give you a Time-Out consequence'*.

Any incidence of disrespect towards staff, swearing, theft, vandalism, discriminatory language, sexual harassment, or physical violence will immediately receive a Time-Out sanction.

- Time-Out Duty is staffed by a member of the Senior Leadership Team (SLT) each lunchtime, and children should be brought to this team member at the appropriate time. The Time-Out will involve the SLT member discussing the incident, suggesting alternative responses to the situation and assisting the child in resolving the issue with all parties involved. The focus should be on educating and thus ensuring the mistake is not repeated.
- A third repetition of the Time-Out sanction will result in school contacting/inviting parents into school to alert them.
- If a child receives a further three Time-Out sanctions in the following half-term, they will be placed on 'Report' for a period of one week. During this time, they will be required to check in with a designated member of the SLT at the end of each session (morning and afternoon) to evaluate their day. If children manage to regulate their behaviour at this point and receive no more than one Time-Out sanction in the subsequent five-day period, the child successfully moves back off report.
- If a child continues on the report system beyond two weeks, they will be required to check in with a member of SLT after each lesson during the day: AM1, AM2, Break time, AM3, Lunch, PM1, PM2.

*Any incidence of a Time-Out Sanction should be recorded on Arbor and will be monitored by Matt Learmonth to ensure that staff/parental communication is maintained.

Senior Leaders are always available to discuss behaviour management strategies and issues with staff members.

Break-time Behaviour

Break time sanctions follow the same procedures as explained for in-school behaviour.

- At the end of break time, the whistle will be blown to signal the children to line up in classes. The children should line up and wait in silence before being sent to their classrooms.
- Continued short blasts of the whistle would signal an emergency and all children should immediately begin the evacuation procedure.
- Playground equipment is provided, and no equipment should be brought from home. Football is only played on the playground on designated days.
- No children should be in school unsupervised.

Wet-lunch times: Each classroom within each phase will have a designated activity during wet-lunchtime. (crafts, board games, DVD, reading) and the children may choose which room they would like to access. Children must stay in the room they have chosen; stay seated; maintain a reasonable volume. Lunch time staff will supervise all classrooms.

Wet-break times: These will follow the same procedure, but children will stay in their own classrooms. Staff on duty will supervise all classrooms across each phase.

Bullying

At Tranmere Park Primary, bullying is defined as the **repetitive, intentional harming** of one person or group by another person or group where the relationship involves an imbalance of power.

- Therefore, bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy: <http://www.tranmerepark.leeds.sch.uk/the-school/policies/bullying/>
- Any children found to be bullying will immediately be put on report.

Child on Child Sexual Abuse

- At Tranmere Park Primary, we have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable, and it will not be tolerated. All incidents are met with a suitable response and are never ignored.
- Our staff will follow our child protection policy and procedures, **acting immediately** when met by any concerns and ensuring that we support both the perpetrator and the victim.
- Our pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case by case basis.
- When responding to an allegation, our staff will carry out a risk assessment to determine whether to:
 - 1) Manage the incident internally
 - 2) Refer to Early Help
 - 3) Refer to Children's Social Care
 - 4) Report to the police.
- Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP).
 - The staff:**
 - Ask children outright if they've been harmed
 - Listen and reassure
 - Reflect back their language
 - Make a written record as soon as possible
 - Contact the DSL.
 - Staff do not:**
 - Dismiss the incident as banter
 - Ask leading questions
 - Promise confidentiality
 - View videos or photos
 - Share the disclosure with anyone other than the named person
- We will ensure that children are taught about safeguarding, including online safety, and recognise

that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

- As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti- bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).

The Role of Staff

Children are **always** treated fairly and respectfully.

- Staff **do not** shout in response to poor behaviour.
- Staff in school work together to ensure the policy is consistently applied. All staff should ensure that:
 - Children are aware and regularly reminded of school routines and rules.
 - Children receive positive verbal and non-verbal communication as a response to good behaviour/effort
 - Lunchtime/temporary staff are aware of information related to a child's/children's behaviour to ensure that all disputes are resolved fairly
 - Children have an opportunity to provide information/voice their points of view, although this may not be immediate
 - Playtimes are well supervised and resourced indoors/outdoors
 - Parents/carers are informed of any significant concerns school have about a child's behaviour
 - Lunchtime staff organise/encourage playground activities

The School Council

- The school council of elected representatives helps to support the school behaviour policy through discussion with the Headteacher, Learning Mentor and with their respective classes. The school council contributes to policy reviews.
- Please refer to these additional policies to supplement this one: Teaching and Learning, Equalities, SEND, Marking and Feedback, More Able, Curriculum.
- Tranmere Park Primary School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.

Monitoring

- The school's governors will review this behaviour policy in conjunction with members of SLT. They will undertake learning walks and review meetings to ensure its correct implementation, holding the headteacher to account.
- The headteacher will: approve reviews of this policy, ensure the school environment encourages positive behaviour, ensure the staff deal with poor behaviour consistently, provide a clear induction to the behaviour culture for new staff, offer and facilitate training where necessary and ensure that behaviour is logged and reviewed regularly by a designated staff member.