

Torre Church of England Academy
Approach to Ethos and Behaviour 2017/18



Pray, Praise, Potential, Pride, Persevere

“Our mission at Torre is to create an environment where God’s children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us.”

We “Live life in all its fullness.” John 10:10.

Rationale:

We believe in an environment which encourages children and builds self esteem, spiritual development and awareness so that children become confident, mature and independent members of society.

This policy is based on Christian teachings of forgiveness and reconciliation, class contracts, sanctions and spiritual awareness.

However, in order for children to become positive members of society – they need to learn how to conduct themselves positively and respectfully in different situations.

In order to support these aims, we have put into place a structure for promoting positive behaviour within school that is agreed and understood by all members of the school community.

Our criteria for developing this plan is based on:

- All members of the school community treat each other with respect, following the example taught in the New Testament.
- Pupils’ right to learn
- Teacher’s right to teach
- The right of all to learn in an inviting environment.

Aims:

- Children know what being a part of Torre means, and know our key values.
 - Prayer Praise Pride Potential Presentation Peace
 - Look smart, think smart, learn smart
- To ensure that children respect themselves, each other and their environment.
- To ensure children know they have a voice and that their thoughts and feelings are important.
- To ensure that all teachers are fair, firm and friendly.
- For children to be taught how to behave appropriately.
- For teachers to be consistent in their approach.
- To ensure the school’s five key learning skills underpin the school behaviour plan.
- To provide an environment that promotes a journey of self discovery, and spiritual awareness.
- To teach children skills that will help them to contribute positively to society.
- Children know what to do when they cannot cope/control themselves.

Each teacher and class is able to adapt the model plan to suit their needs and circumstances.

Strategy:

For every member of the school community to understand that respect (for self, others and the environment) is at the heart of this approach.

Firstly, to agree as a school what we want our environment to look like, sound like and be like – in all areas around the school.

To agree and know our school values that remind all members of the school community what we stand for and what we expect.

- Pray
- Praise
- Persevere
- Potential
- Pride
- Peace

And:

- Look Smart
- Think Smart
- Learn Smart

We have agreed as a school:

- How we want to promote our identity and standard of self and community respect through our uniform, environment and image.

The Learning Environment:

How your classroom and outside the classroom must look:

- Labels. Some hand written and some typed.
- Working walls to make display purposeful.
- Questions to challenge thinking.
- Trays and resources labelled – appropriate at the children’s level.
- Paper bin and non-recyclable bin in every classroom.
- Lights and projectors off when not in use.
- Tidy up and put things away daily.
- Shared areas tidy up what you use. These must be left tidy at the end of each day.
- Guided activities based on assessment, not pre-planned over the week. Annotated planning shows this.
- Learning made clear to the children in every lesson.
 - As you tell children the learning question, explain what their learning will look like. Children need to understand the term learning.
- Key skills on display.
 - ‘People’ or Dinosaurs
 - Class contract
 - Key skills sheet
 - Torre’s Ten Tools (KS1 have fewer that create the foundations for Torre’s Ten Tools in further years)
- Sound charts up to the end of key stage one
- Sentence types on display – KS2
- Book area – in each room
- Class name. Children must know this

- Prayer corner

Behaviour.

- All classes will have a 'peg' system to ensure consistency in managing behaviour across the school. (See below for more information regarding the 'peg' system and rewards and sanctions).
- Class contracts, agreed each year and reviewed each half term or as and when required.
- Any incidents are logged on our online behaviour tracking system 'Behaviour Watch'.
- Lollipop sticks – colour coded - questions
- Wind chimes will be rung to gain the children's attention.
- Uniform – consistent and checked as children enter the school hall. Letters to go home if children are not in uniform. This is the 'Blue Letter'.
 - Clear guidance for keeping our environment tidy and well presented
 - Tidy up and put things away daily.
 - Shared areas tidy up what you use. These must be left tidy at the end of each day.
 - All learning areas:
 - Clear and tidy
 - All resources put away at the end of each session
 - Cupboards and drawers cleaned/washed annually
 - No hoarding of resources
 - No 'dumping' of resources
- How we show respect for ourselves through providing opportunities to develop ourselves spiritually and emotionally:
 - Spaces for reflection in every classroom
 - Dedicated reflection time during Collective Worship and at the beginning of every afternoon
 - Spirituality trail around the school providing opportunity for reflection
 - Prayer spaces around our school
 - Respect for these places, and space for children using them
- How we respect others:
 - Walking around our environment
 - Saying hello
 - Opening doors, standing aside for adults
 - Listening to each other
 - Supporting each other
 - Buddies
 - Harmony Helpers
 - Behaviour champions – helping to sort out children who have fallen out.
 - School Council
 - Using Torre's Tools – approach and challenges
 - Showing understanding that people are all different, coming from different backgrounds, but all children are created in God's image. 'We are all different, but we are all the same.'
 - Cross class pairings to promote cross school links.
 - Staff demonstrate standards, by being positive and inspirational role models.

As a Staff, we have agreed that we:

Look Like:

- No jeans
- No low tops

- No very short skirts or shorts
- PE clothing – for PE
- Shirt/tie - men
- Clean and well presented
- Approachable
- Friendly

Sound Like:

- Firm voice – when needed
- Enthusiastic
- Calm
- In control
- Positive comments
- No blasphemy
- Fair

Be like:

- Respectful
- Firm
- Fair
- Inspirational

- How we establish ourselves as part of the local church community:
 - Newsletter to PCC, and to be displayed in church.
 - Link with another church school via VC
- How we promote global respect and community:
 - Cross of Nails approach
 - Global links – link school in Peru.
- Pastoral support is in place to work with the small minority of children who find managing their behaviour difficult. This is led by Mrs V Thomas. The THRIVE programme is delivered at Torre, and there is a dedicated space for this.
- A nurture provision is available for children with identified need to support pupils who are not able to access a full time curriculum in their main stream classroom. This provision is led by Mrs V Thomas.
- Individual Support Plans (ISPs) will be in place for children with significant behavioural issues.
- Teachers will keep a log of behaviour, strategies and interventions for particular pupils and their effectiveness. These files are passed to the next teachers.

The Co-operative Discipline Approach:

At the start of each new school year the children work with the teacher to draw up a Class Contract – based on the five key learning skills – this is part of the beginning year activities. Throughout the year staff need to make constant reference to the class chart through positive reinforcement and supportive feedback. There will be a termly review of the class contract. Teachers may review it more frequently if required.

Children sign up to this contract on an annual basis. Children who are not able to sign up to part/s of the class contract are given support on their journey to being able to do this. However, pupils who are deliberately being obstructive in not signing up to class contracts are subject to sanctions of this policy – immediate Yellow Letter.

The contract enables them to be empowered to make informed decisions/choices about how they behave.

In order for the plan to be successful, various stages of planning and delivery need to be followed each year.

Stage 1:

- Check in and check out across the school supports development of learning about children as individuals, and fosters an ethos of mutual respect.
- Learning at school is appropriate, challenging and fun!
- Class contracts are in place.
- Children, through the SOLE approach and the use of Torre's Tools (see the Learning Policy), are given feedback on how their behaviours look like, sound like and 'be' like. This is to help children to understand that they are capable of achieving the behaviours expected.
- Children unpick how behaviours look, sound and 'be'.
- Teachers reinforce the expectations of uniform, walking around school, smiling at visitors, holding open doors, not barging, silence in assembly and care for our environment and resources.
- The class and school environment has opportunities for prayer – children are encouraged to pray, and formulate prayers for themselves and others. The Prayer Tree in the school hall encourages children to pray for others. Children are encouraged to pray for people around the world.
- Areas for spiritual development and quiet reflection time are placed around the school – the Spirituality Trail.
- In class, teachers identify hot spots for poor behaviour – knowledge of the class as a group and individuals. Prevention is always the best option!
- All children have a peg – on green – at the start of a new day; after lunch. KS1 will have their peg moved to green at the beginning of each session – this is an additional fresh start after morning break.

Praise:

A positive approach to behaviour underpins all we do at Torre – fostering the self-esteem of each child. However, children are praised for the exceptional not the expected norms of behaviour.

Rewards and Sanctions:

Underpinning our Behaviour Policy is a series of rewards and sanctions.

Rewards:

Torre's Triumph Texts (TTT) will be sent out to parents of children who do something to be celebrated which is over and above the expected for them.

Sanctions:

It is important to have sanctions in order for children to learn that poor behaviour has consequences. This helps them become positive members of school and of society as a whole.

At all times children are spoken to about their behaviour, what they have done, the impact it has, what they need to do to put things right and how they will behave next time.

Principles of forgiveness and reconciliation underpin all discussions with children.

Each class has pegs – green, orange and red. (This is similar to the marking policy – green for good, orange for needs support and red/pink for serious)

- All children have a clothes peg with their name on it attached to a green circle of card at the beginning of the day.
- Pegs are moved to orange for low level disruptions – i.e., talking.
- A further incident, the peg is moved to red.
- The child is then sent to a member of the senior leadership team (SLT).
- Parents are contacted and told that the child’s peg has been moved. The SLT member will decide whether it is appropriate for the child to tell the parent what s/he has done.
- The child misses:
 - 10 minutes of break or 10 minutes of lunch (whichever comes next). If the incident occurs after lunch time, the parents will be asked to collect the child from their classroom at the end of the day.
- This allows for a new day to be a fresh start; after lunch is also a fresh start.
- KS1 – Build up from a fresh start each session, to a fresh start each half of the day.
- The whole school has a fresh start at the beginning of lunch time.
- 3 red pegs results in a yellow letter.
- 3 yellow letters per term is a fixed term exclusion.

Pegs are moved immediately to red for a fighting, hitting, biting, bullying, racism, swearing . These are considered to be serious offences and a yellow letter is sent and parents phoned. Yellow letters may also be issued instantly for a serious offence.

All of the above are logged on the school’s online tracking system ‘Behaviour Watch’. This enables us to analyse patterns of behaviour over time to support us in putting in measures to reduce these behaviours and to identify pupils needed restorative support,

There are areas designated around the school for children to go and reflect on their behaviour. Mrs A Harker or Miss D Goodwin can be called to talk through issues with individual children – Behaviour Conference.

All Teams – When a Child is issued a Yellow Letter:

1. Mrs A Harker or Miss D Goodwin is called to work through a Behaviour Conference.
2. An Action Plan may be written at this point.
 - (Consider social, academic, psychological issues)
 - Pinpoint the negative behaviour.
 - Attention seeking
 - Power – angry
 - Revenge
 - Avoidance of failure.
 - Identify a goal – to be achieved within a time-frame
 - Choose an intervention approach.
 - Minimize attention
 - Distraction
 - Notice appropriate behaviour
 - Time out
 - Reflection space
 - Loss of privileges
 - Loss of freedom
 - Restitution – repair, compensation
 - Re-teach appropriate behaviour

- Select techniques for encouragement.
 - Involve parents if necessary. If parents disclose that they are having difficulties with their child's behaviour at home, it may be necessary to recommend a chat with the school Family Support Teacher (Mrs V Thomas) or to submit a 'Targeted Help' Form with a view of receiving some support from external agencies.
3. Serious instances will receive an immediate Yellow Letter, which is kept on record. For example, spitting, biting, bullying.
- Three Yellow letters in a term, leads to a fixed term exclusion.
 - Three fixed term exclusions within a year may lead to a permanent exclusion.

MTAs:

- Behavioural incidents are logged by the senior MTA on Behaviour Watch and are monitored by the SLT.

This policy is monitored by SLT and discussed as per the school policy programme.

To be reviewed Autumn 2018