



Tudor Court Primary School

Behaviour Policy

Reviewed HT	September 2024
Assigned to Committee	FGB
Frequency of Review	Every 3 Years
Ratified by the Governing Body	December 2024

Aims

Statement of Principles

We want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school.

This Policy for Behaviour provides a framework in order to support our pupils and staff to establish and maintain good relationships in an atmosphere of encouragement, praise and rewards linked to our school rules. Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

This policy is underpinned by our six Core Values. We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important, and everyone has the right to feel safe at all times. We have 3 main principles which are: **Ready, Respectful and Safe**

In practice, this means that:

Ready: We listen to each other and the adults and are ready to work, line up etc.

Respectful: We treat each other and our school environment with respect.

Safe: We choose appropriate behaviour at all times ensuring everyone's safety.

Objectives

- To promote good behaviour and discipline.
- To promote self-esteem, self-discipline, equality, regard for authority and positive relationships based on mutual respect.
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability.
- To encourage consistency of response to both positive and negative behaviour.
- To promote early intervention and to involve outside agencies where appropriate.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community
- To encourage a positive relationship with parents/carers.
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Policy of the school.
- To ensure all members of the school community are respectful to one another
- Everyone should have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect their own and other people's property and to take care of books and equipment
- Everyone should be considerate to others when moving around the school by walking carefully and quietly
- Children should wear the correct school uniform (uniform for our Nursery school is optional)
- Physical violence is not acceptable, neither is retaliation. Serious incidents may lead to suspension
- Abusive, racist or homophobic language will not be tolerated in the school.
- Everyone is expected to be punctual and attend to the best of their ability.

Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all our children to make the right choices. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices

We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making the right choice.

When required we develop and implement individually tailored behaviour plans to ensure all our children are equipped with the skills they need to make the right choices.

We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the way adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We always aim to be calm and consistent in our dealing with children, this fits with the calm and purposeful working environment we aim to foster.

When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict

In addition to our core values, we have six learning powers which focus on a key set of learning behaviours that we want all our children to develop during their time at Tudor Court. Children will be supported in acquiring these learning powers throughout the curriculum.

This code of conduct has been formulated for the safety and well-being of the children in our school.

Partnership with Parents

Our Behaviour Policy will be strengthened by, and through the relationships with our parents.

Our strategies to develop this include:

- Good communication channels including weekly newsletters and Home-School Communication Books
- Parents Consultations
- A programme of sharing assemblies and FTCA fund raising events
- An induction programme for children entering Nursery and Reception, along with in-year admissions to any year group
- Welcoming parents into the classroom, to offer support with reading and general support, for example:
 - *Welcoming parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities*

Role and Responsibilities

The Trustees at Tudor Court will establish, in consultation with the Head Teacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

Staff Responsibilities

All staff at Tudor Court, both teaching and support staff, are responsible for ensuring that the Behaviour Policy and the procedures contained within it are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using their restorative justice framework and practices. The specific behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc.

Staff have responsibilities to:

- Speak and treat all pupils with respect.
- Help and encourage all pupils to achieve high standards.
- Provide a challenging, interesting and engaging curriculum.
- Create a safe and pleasant environment both physically and emotionally.
- Use positive and negative consequences clearly and consistently.
- Be a good role model.
- Form positive relationships with pupils and parents.
- Recognise and value the strengths of all children.
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a nondirective, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Parent/Carer Responsibilities

We expect parents to play an active role in their child's education and the choices that their children make throughout the day. We expect all of our parents to encourage positive behaviour for their child and to model this whilst on the school site.

Behaviour to and from School

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Playtimes and Lunchtimes

To help keep procedures consistent for the children the same expectations of Ready, Respect, Safe apply both in class and on the playground.

Rewards and Consequences

At Tudor Court we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language.
- Praise and the use of recognition boards.
- Showing work or achievements to other pupils, other teachers.
- Head Teacher's award for exceptional work or behaviour choices.
- Displaying / showing of work in assembly.
- House Points / Class Dojo
- 30 minutes of 'Golden Time' per week for KS1 pupils.
- During Friday's celebratory assembly, the adults in each class nominate children for achievement certificates.

Acknowledge Feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Being Consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviour.

Model Desired Behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

New Day – New Start!

It is important to us that every day is a new day, a new chance to do well. All children know that they have another opportunity to make good choices, the following day.

Individual classes have their own system of incentives and rewards. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour. The school has a range of strategies and resources to promote good behaviour. As a school we currently have a house point system where all children belong to one of four houses.

Verbal Praise:

Will be evident in every lesson in the school. When children show perseverance in their learning, overcome a challenge, show initiative and autonomy in home or school learning.

Rewards

Children may be rewarded with house points, class dojo points and stickers. House points and stickers may also be awarded for pupils who show excellent collaborative skills or acts of citizenship. Children will also receive tokens when demonstrating one or more of our school core values.

Each week in the Celebration assembly, children will be selected by the class teacher for an outstanding aspect in school life linked to our core values and for recognition of their work and application of our learning powers.

Head Teachers Awards

For any child who is showing an outstanding commitment to their learning or meeting a personal target, they will be sent to the Head Teacher/ Leadership team for an award (Head Teacher sticker). These stickers are cumulative and depending on how many a child earns will in turn reflect the type of reward they gain.

Phone Calls Home

From time to time, a member of the Senior Leadership Team will make a call home to share outstanding achievements with the parents

Sanctions

Our school prides itself on the excellent behaviour and learning behaviours of our children. However during a child's journey through school there will be occasions when they may make poor choices in their behaviour and actions. As a school we will always treat a child as an individual and sanctions will be fair and consistent. The aim of any sanction is to allow a child to make the right choice and return to the excellent behaviour we expect.

Level one – warning;

A child may be spoken to by the adult within close proximity and not across the classroom for any low level behaviours– this may include;

- Talking in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults

Level 2 – Persistent low level behaviour

If a child is persistently disruptive in class that child should be taken to the 'buddy' class for 'time out' for a period of ten minutes or a 'safe place'. It is better to remove a child sooner than allow a situation to escalate. The attention of an audience will often prolong the incident.

Teachers should complete a CPOMS incident for the child at the end of the day which needs to be linked to the Inclusion and Senior Leadership Team. As part of our monitoring strategy, the Behaviour Logs on CPOMS will be looked at to identify trends, patterns or persistent offenders. The Inclusion lead, Deputy Head or Head Teacher will contact parents should there be frequent incidents involving individuals. Parental support is greatly valued and staff should always recognise the positive behaviour and inform parents, as well as notifying them of the negative behaviour. The Inclusion lead / Family Support Worker will feed back to SLT the number of level 2 occurrences on a fortnightly basis.

When the child returns he / she should be made to feel welcome and encouraged to make positive contributions to the lesson.

Level 3 – Time Out of Break

If a child's poor behaviour escalates then they will move to level 3. This may be because they;

- Continually disturb teaching and learning
- Use inappropriate language or display a poor attitude
- Repeat the behaviours described in level 1

Time out at break time or lunch time will be a maximum of ten minutes for KS1 and at least ten minutes for KS2 pupils. Time Out needs to be managed by the adult who issues the sanction. All children will be given the opportunity to visit the toilet and have a drink during level 3 time out.

Level 4 – Highly Inappropriate Behaviour

Despite the system of sanctions and rewards there will always be those children who act in challenging, aggressive and possible violent ways. The following offers guidance in dealing with these children:

- Contact a member of SLT
- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve. Use a clear script reminding the child that you know that can make a positive/the right choice
- Wherever possible, it is advisable to have a second adult present in any confrontational situation
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour
- The class may be removed, in order to remove the audience from the situation.
- Adults will risk assess the situation and judge whether it is appropriate to intervene using physical intervention. Where necessary, trained members of staff will use the open mitten guide and supportive hug methods to remove the children from the classroom. Parents will be informed of this intervention
- Record the details of the incidents on CPOMS. The CPOMS log should be discussed with a member of SLT - and the appropriate action will be taken. This may be a telephone call to the parents with the child present. An internal or external suspension may be appropriate or a meeting with the parents to discuss their child's behavioural needs
- Where this situation occurs on more than one occasion, SLT/Inclusion Team will compile a risk assessment and share this with parents and relevant staff. The Risk Assessment will detail how we are managing their child's individual needs (see exceptions- personalised behaviour plans) and whether further intervention/support is necessary from external agencies

Playtime and Lunchtime provision

We expect our children to have high standards of behaviour during the breaks from learning. At morning break times, the play areas are staffed by a Teacher and a number of Teaching Assistants on a rota basis. At lunchtimes the play areas are staffed by Teaching Assistants and Mid-Day Assistants. They will wear coloured tabards so that they are easily identifiable.

While supervising, TA's play with the children in the playground and are assisted in the playground by Play Leaders and Playground Pals (Year 6 students), who have undergone play leadership training.

TA's and MDA's are expected to use positive reinforcement and avoid negative language when speaking to the children i.e. 'I really like the way...', 'I'm impressed by your...'

If there are any instances of inappropriate behaviour during lunch, TAs/MDA's will in the first instance inform the class teacher so the appropriate sanction can be put in place. If the behaviour is more disruptive (Level 2-3) they may or inform a member of the SLT. This may then be recorded on CPOMs depending on both the frequency and severity of the incidence (see behaviour sanctions). Their behaviour may then be monitored weekly by the Inclusion team, in order to identify any children who may need further support with behaviour choices. A parental meeting or phone call home will be arranged by Inclusion leader where necessary.

Staff supervising lunchtimes will be able to give out praise stickers linked to acts of positive behaviour, kindness and citizenship.

The Inclusion team support TA's in the playgrounds during lunch and playtimes to help facilitate a calm, enjoyable atmosphere and a smooth transition between the classroom and the playground.

Exceptions – Personalised Behaviour Plans

For children whose needs cannot be met by the behaviour system: Intervention strategies and specialist support may be introduced.

A variety of support may be used where a pupil displays challenging inappropriate behaviour.

These includes:

- A Behaviour Report Card may be implemented this can be used by the class teacher who may choose to involve a senior member of staff to monitor. The Head Teacher or Deputy Head Teacher will need to see the report at the end of each day and comment on it.

- A PSP (Pastoral Support Plan) may be written. This is a support plan to encourage the child to choose more appropriate behaviour choices linked to personal targets, which are agreed by the class teacher, parents, child and inclusion leader.
- A member of the Inclusion team may work with a child who has Anger Management issues or other such behavioural issues causing a barrier to learning. They will liaise closely with parents.
- Children who have more than one recurrence of crisis behaviour will have an individual risk assessment which outlines the protocol for dealing with their behaviour. This will be agreed with all parties involved and give direction about the step by step approach to dealing with the child's behaviour.
- In order to support children's behaviour to improve it, we may need to refer for outside support. This may involve outside providers observing, working with, doing home visits and giving advice about how to address the child's needs.
- Where referrals take place, meetings will be held regularly to update all adults involved with the progress of the support plan objectives e.g. Team around the family (TAF) or similar.

Suspensions (formerly known as Exclusions)

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Suspension

This takes place within school and means removing a child from their class to another class, a senior member of staff or Inclusion team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal suspensions will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident.

A Fixed Term Suspension

This is considerably more severe than an internal suspension, where a child is asked to stay at home for an agreed period of time. Only the Head Teacher can suspend children externally. A decision to externally suspend a child will only be taken when all other possibilities and strategies have been made. A re-integration meeting with the Head Teacher or another member of the senior leadership team will be held with the child and parent/s before the pupil returns to the school. The purpose of the meeting is to work in partnership with the school and Families, in order to assist the pupil with their improvement. Specific behavioural targets will be set for the pupil and agreed with the parent/s.

Permanent Exclusion

Permanent Exclusion will only ever be used as a last resort, once all other consequences and options have been exhausted or for a one off serious incident.

The Head Teacher will suspend a child for the following reasons:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others, for example by bringing in a dangerous object to school
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that suspension is an appropriate sanction.

Suspension Procedure

Most suspensions are of a fixed term nature and are for a short duration (usually between one and three days). The DfE regulations allow the Head Teacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Parents will be informed in writing about the behaviours relating to and the decision regarding to any suspension. Work will be provided for the child to complete at home for the period of the suspension upon request by the parent/s.

The Governors will review promptly all permanent suspension from the academy and all fixed term suspensions that would lead to a pupil being suspended for over 15 days in a term. The Governors will review fixed term suspensions which would lead to a student being suspended for over five days but not over 15 days in a term where a parent has expressed a wish to make representations.

Lunchtime Suspension

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. This will be treated as fixed term suspension and parents will have the same right to gain information and to appeal.

School Trips

If a pupil's behaviour before a trip is consistently unacceptable, they may not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Classroom Management

Classroom management is key to promoting good behaviour. We expect all classrooms to have:

- A positive classroom tone
- Clear expectations about learning and learning which is set at an appropriate level for the child
- A visual timetable (where appropriate) so children know what is planned for the day
- A well-planned environment so that children can move easily, can find resources etc.
- A time out area for children to 'cool down'
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained –this is to be found in the classroom file
- Strategic seating arrangements for children when working on the carpet or at a table

Tudor Court Primary EYFS - Specific

We believe children flourish best when their personal, social and emotional needs are being met. Where there are clear and developmentally appropriate expectations for their behaviour. Children are learning to consider the views and feelings, needs and rights, of others and the impact their behaviour has on people, places and objects. This requires support, encouragement, teaching and positive role models.

- Giving children praise for their positive behaviour and encouraging children to also praise each other.
- Building children's self-esteem, and encouraging them to behave responsibly and develop independent skills
- Developing routines to ensure children have consistency and understand boundaries.

Age/Stage Developments Strategies

When young children, or those with additional needs, behave in ways that do not reflect 'good' behaviour we recognise that strategies for supporting them will need to be appropriate to the age/ stage of their development.

- We recognise very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff members are calm and patient in these situations, offering comfort and helping children to manage their feelings.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause and where necessary, we develop a behaviour plan with the parents/ carers to ensure the appropriate support is given.

Rough/Tumble Play and Fantasy Aggression

Young children often engage in play which is often influenced by their siblings, television or culture – such as superhero and weapon play. We recognise rough and tumble play is normal for young children and acceptable within limits.

- We will agree guidelines with the children to ensure the play remains within acceptable boundaries, to ensure children are not hurt.
- We recognise fantasy play also offers opportunities for us to explore concepts of right and wrong with themes which involve 'goodies and baddies'.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

- We recognise young children behave in hurtful ways towards others because they have not yet developed the skills to manage intense feelings for themselves.
- We will help them manage these feelings by offering support, calming the child who is angry; this may involve holding and cuddling them, with their permission.
- We will then offer them an explanation and discuss the incident with them at their level of understanding.
- We support young children in helping them understanding the range of feelings they experience, understanding the feelings of others and in resolving conflict.
- We are aware the same problems may happen over and over before skills such as sharing and turn-taking develop. In order for this to occur, children will need repeated experiences with problem-solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents/ carers to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs;
 - The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - The child has a developmental condition that affects how they behave.

Appendix 1

Our School Community Rights

Children

Rights:

- Expect to feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by adults in the school
- To know what is expected
- To be praised and treated fairly
- To gain self-esteem and confidence
- To experience progress and achievement
- To share learning with their family

Responsibilities Inside and Outside of School:

- To try their best every lesson, every day
- To care for and take pride in the environment of their school
- To support and encourage each other
- To treat others with respect and consideration
- To follow the school rules
- To take responsibility for their own actions
- To sort out difficulties seeking appropriate adult help if needed
- To accept that making mistakes and reflecting upon the experience, is a key part of new learning.

Staff and Governors

Rights:

- To feel safe
- To be treated with respect by pupils, parents and colleagues
- To work in a supportive and understanding environment

Responsibilities:

- To create a safe environment
- To celebrate and praise children's achievements
- To provide learning opportunities which will engage all children
- To take a preventative approach to behaviour management and plan in responsibilities for all children
- To have high aspirations for all children
- To treat pupils with consistency and respect at all times
- To foster good relationships, leading by example
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To work as a team, supporting and encouraging each other

Parents**Rights:**

- To know their children are safe
- To be sure their children are treated fairly and with respect
- To be able to raise concerns with staff and be informed with regard to their child's progress

Responsibilities:

- Every day - bring my child to the school on time ready to try their best
- Promote good behaviour, politeness, courtesy and consideration for others
- Discuss your concerns in the school with the appropriate member of staff - not approach other parents or children on the playground
- Inform the school of any concerns that may affect the behaviour of their child
- Celebrate and praise their child's achievements
- Respond and support the school when contacted about their child's behaviour
- Support their child in following the school's policies for homework and behaviour