Tudor Court Primary School

Behaviour Policy

Reviewed HT	June 2026
Assigned to Committee	FGB
Frequency of Review	Every 3 Years
Ratified by the Governing Body	1st October 2026

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 and develop a deep feeling of belonging.

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.

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.

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.** The behaviours listed below are examples of what being ready, respectful, and safe may look like, but they are not limited to these examples alone.

Ready:

- listening carefully to adults and my classmates
- following instructions straight away, and being prepared for each task
- having the correct equipment ready
- write the date and title without being reminded
- sitting sensibly
- listen without talking
- follow the hands up signal
- wearing the correct uniform
- arriving at school and lessons on time
- being patient waiting for the next activity

Respectful:

- treating others, visitors, and our school environment with care and consideration.
- using good manners
- speaking kindly
- listening carefully when others are talking
- waiting patiently when I would like to contribute
- moving around school quietly
- following expectations about when it is appropriate to speak
- being caring, helpful, and gentle towards others.

Safe:

- making sensible choices
- listening carefully to adults
- following instructions
- using resources appropriately
- staying in the right place at the right time
- walking calmly around school
- lining up sensibly
- being considerate of others
- using positive language
- remaining calm when faced with challenges
- asking an adult for help when needed
- sharing any worries with a trusted adult

This policy is underpinned by our five TUDOR Core Values.

Tolerance

Unity

Determination

Optimism

Responsibility

Each Core value has a different focus and encourages our children to develop characteristics that will help them become valuable members of our school and the wider community.

Tolerance



A tolerant person is usually portrayed through a mix of attitudes, behaviours, and values that show respect for differences and an ability to coexist peacefully with others. In practice, a tolerant person doesn't necessarily agree with everything—they simply choose to respond with understanding and fairness rather than hostility or prejudice. Children are encouraged to display these characteristics:

Open-mindedness
They are willing to listen to ideas, beliefs, and lifestyles that differ from their own without immediately judging or rejecting them.

Respect for others
They treat people fairly, regardless of differences such as culture, religion, opinions, or background. Respect doesn't mean agreement—it means recognising others' right to think and live differently.

Patience
Tolerance often requires staying calm when faced with views or behaviours that might feel unfamiliar or even frustrating.

Empathy
They try to understand how others feel and see things from different perspectives, which reduces conflict and builds connection.

Self-control
Rather than reacting emotionally or aggressively, tolerant individuals manage their responses, especially in disagreements.

Acceptance of diversity
They recognise that diversity—whether in beliefs, identities, or experiences—is a normal and valuable part of society.

Willingness to compromise
They can find common ground and make adjustments to maintain harmony, especially in group situations.

Below is a progressive age-related model showing how the core value of **Tolerance** develops from Nursery to Year 6. Linked closely to the British Value of **Mutual Respect and Tolerance**, it helps children appreciate diversity, respect others' beliefs and rights, challenge prejudice and build inclusive communities. In EYFS, tolerance is developed through everyday interactions and experiences, particularly through **Personal, Social and Emotional Development** (**PSED)**, **Communication and Language**, and **Understanding the World**.

Year Group	What Tolerance Looks Like
Nursery (Age 3–4)	• Plays alongside and with children who may be different from them. • Learns to share toys and take turns. • Notices differences in people positively (e.g. "We all look different"). • Begins to use kind words when someone is upset. • Accepts that others may like different games, foods or stories. • Waits patiently for their turn with support. **Nursery:** *"You can play with us."*
Reception (Age 4–5)	• Includes others in play, even if they are not close friends. • Shows curiosity about different families, cultures and celebrations. • Listens when another child is speaking. • Understands that people can have different likes and dislikes. • Begins to recognise how others may feel. • Uses words rather than actions when disagreements occur. **Reception:** *"It's okay if you like something different."*
Year 1 (Age 5–6)	• Respects classroom rules that help everyone feel safe and included. • Listens to different opinions during discussions. • Shows kindness towards children who may need extra help. • Accepts that friends may choose different activities. • Demonstrates patience when working or playing in a group. • Begins to understand that everyone is unique and valuable. **Year 1:** *"I listened to my friend's idea even though mine was different."*
Year 2 (Age 6–7)	• Recognises that people celebrate, worship and live in different ways. • Speaks respectfully about differences. • Tries to understand why someone may feel differently from them. • Resolves minor disagreements through discussion. • Includes others and challenges unkind behaviour with adult support. • Shows increasing self-control when things do not go their way. **Year 2:** *"We don't all celebrate the same things and that's okay.*
Year 3 (Age 7–8)	• Demonstrates respect for different beliefs, cultures and viewpoints. • Listens carefully before responding. • Begins to understand stereotypes and why they can be unfair. • Shows empathy by considering another person's perspective. • Works cooperatively with a range of classmates. • Accepts that people may have different strengths, needs and experiences.

	Year 3: *"I tried to understand how they were feeling."*
Year 4 **(Age 8–9)**	• Engages in discussions where opinions differ and responds respectfully. • Appreciates diversity within the school and wider community. • Manages frustration when others disagree with them. • Seeks compromise during group work or play. • Challenges exclusion and supports inclusion. • Shows understanding that fairness may not always mean everyone receives exactly the same thing. **Year 4:** *"We had different ideas, so we found a solution together."*
Year 5 **(Age 9–10)**	• Demonstrates open-mindedness towards unfamiliar ideas and perspectives. • Discusses sensitive issues respectfully. • Recognises and questions prejudice or stereotypes. • Shows maturity in resolving conflicts through discussion and compromise. • Appreciates the benefits diversity brings to society. • Considers the impact of their words and actions on others. **Year 5:** *"I don't have to agree with someone to respect them."*
Year 6 **(Age 10–11)**	• Actively promotes inclusion and respect for all members of the community. • Demonstrates empathy by considering complex viewpoints and experiences. • Engages in respectful debate, disagreeing without disrespecting others. • Challenges discrimination, prejudice and unfair treatment appropriately. • Shows strong self-control when faced with disagreement or conflict. • Understands that tolerance supports democracy, equality and community cohesion in modern Britain. **Year 6:** *"Everyone deserves to be treated fairly, even when their beliefs or opinions are different from mine."*

Unity



Someone who works in unity is typically shown through behaviours that support cooperation, shared goals, and positive relationships with others. A person who works in unity focuses on the success of the whole group, not just themselves, and helps create a positive, cooperative environment. Our children are encouraged to develop these key characteristics:

Teamwork
They collaborate well with others, contributing ideas while also valuing what others bring to the group.

Respect
They treat others fairly and listen to different viewpoints, even when opinions differ.

Cooperation
They are willing to work alongside others, share responsibilities, and support group decisions.

Communication
They express their thoughts clearly and listen actively, helping to avoid misunderstandings.

Reliability
They can be counted on to do their part and follow through on commitments, which strengthens group unity.

Adaptability
They are willing to consider new ideas and adapt when needed for the benefit of the group.

Supportiveness
They encourage others, offer help when needed, and celebrate group achievements rather than just individual success.

Below is a progressive age-related model showing how the core value of **Unity** develops from Nursery to Year 6. The expectations become increasingly sophisticated as children develop stronger communication, collaboration, responsibility and leadership skills. The core value of **Unity** has strong links to all four **British Values,** helping children understand how individuals can work together positively within a diverse and democratic society. It aligns well with the EYFS Framework of **Positive Relationships**, **Enabling Environments** and helping every child become a confident and valued member of their learning community.

Year Group	What Unity Looks Like
Nursery (Age 3–4)	• Plays alongside and with others cooperatively. • Begins to share toys and resources with support. • Takes turns during games and activities. • Joins in with whole-class songs, stories and routines. • Helps tidy up as part of a group. • Shows kindness towards other children. **Nursery:** *"We can play together."*
Reception (Age 4–5)	• Works and plays happily with a range of children. • Takes turns and shares fairly during activities. • Contributes ideas during group tasks. • Listens when others are speaking. • Helps classmates when they need support. • Celebrates group achievements and successes. **Reception:** *"We all helped to do it."*
Year 1 (Age 5–6)	• Works cooperatively with partners and small groups. • Understands that everyone has a role to play in helping the class succeed. • Shares resources and responsibilities fairly. • Listens to and values the ideas of others. • Encourages classmates during learning and play. • Follows agreed class rules that help everyone work together. **Year 1:** *"I shared my ideas and listened to my friends."*
Year 2 (Age 6–7)	• Contributes positively to group discussions and activities. • Respects different opinions and ideas. • Demonstrates reliability by completing agreed tasks. • Supports classmates who may need help or encouragement. • Begins to compromise when disagreements arise. • Recognises that working together often achieves better results than working alone. **Year 2:** *"We worked as a team and helped each other."*
Year 3 (Age 7–8)	• Collaborates effectively in group projects and learning tasks. • Takes responsibility for their contribution to a team. • Listens carefully and responds respectfully to others' viewpoints.

	• Supports team decisions, even when they differ from their own preferences. • Shows flexibility when plans change. • Values the strengths and talents of others. **Year 3:** *"Everyone had an important job to do."*
Year 4 **(Age 8–9)**	• Demonstrates cooperation when solving problems as part of a group. • Communicates ideas clearly and respectfully. • Shares leadership and responsibility fairly. • Encourages participation from all group members. • Adapts their approach to support the success of the team. • Celebrates collective achievements and recognises everyone's contribution. **Year 4:** *"We listened to each other and found the best solution together."*
Year 5 **(Age 9–10)**	• Shows maturity when working with a variety of people and perspectives. • Resolves disagreements through discussion and compromise. • Demonstrates reliability by consistently fulfilling responsibilities. • Encourages others to contribute and feel valued. • Understands that diversity strengthens a team. • Prioritises group success over personal recognition. **Year 5:** *"Even though we had different ideas, we worked towards the same goal."*
Year 6 **(Age 10–11)**	• Acts as a positive role model for teamwork and collaboration. • Demonstrates strong communication and leadership skills while valuing others' contributions. • Builds consensus and helps groups work towards shared goals. • Supports inclusion and ensures everyone has a voice. • Adapts confidently to changing circumstances for the benefit of the group. • Recognises that unity helps communities thrive and prepares them for life in modern Britain. **Year 6:** *"A strong team succeeds because everyone contributes and supports one another."*

Determination



Someone who displays determination is typically characterised by a strong drive to achieve their goals, even when faced with difficulties. In everyday life, a determined person doesn't stop at the first obstacle—they adapt, push through, and stay committed until they achieve what they set out to do. Our children are encouraged to develop the following traits:

Perseverance
They keep going despite setbacks, challenges, or slow progress, rather than giving up easily.

Resilience
They recover from failures or disappointments and use them as motivation to try again.

Focus
They stay committed to their goal and avoid distractions that might pull them off track.

Strong work ethic
They are willing to put in consistent effort and time to reach their objectives.

Motivation
They have a clear sense of purpose or desire to succeed, which drives their actions.

Goal-setting
They set clear, achievable targets and work steadily towards them.

Below is a progressive age-related model showing how the core value of **Determination** develops from Nursery to Year 6. The expectations become increasingly challenging as children develop greater independence, resilience, self-regulation and ambition. This progression aligns well with the British Value **Individual Liberty** as children develop resilience and confidence when facing challenges and build independence and responsibility for their own learning. This progression supports **Behaviour and Attitudes**, **Personal Development**, **Characteristics of Effective Learning (EYFS)**, and the development of resilience, ambition and lifelong learning habits across the primary years.

Year Group	What Determination Looks Like
Nursery (Age 3–4)	• Keeps trying when an activity feels difficult. • Attempts simple challenges independently before asking for help. • Returns to a task after making a mistake. • Concentrates on an activity for increasing periods of time. • Shows pride when completing a task. • Begins to understand that practice helps us improve. **Nursery:** *"I can try again."*
Reception (Age 4–5)	• Tries new activities with confidence and enthusiasm. • Persists with a challenge even when it does not go right the first time. • Learns from mistakes and tries again. • Stays focused during adult-led and independent tasks. • Shows increasing independence when solving simple problems. • Celebrates effort as well as success. **Reception:** *"I didn't give up when it was tricky."*
Year 1 (Age 5–6)	• Demonstrates a positive attitude towards learning. • Keeps working when tasks become challenging. • Uses encouragement from adults and peers to persevere. • Understands that mistakes are part of learning. • Completes tasks to the best of their ability. • Begins to set simple personal goals. **Year 1:** *"Mistakes help me learn."*
Year 2 (Age 6–7)	• Shows resilience when faced with setbacks. • Attempts different strategies when the first approach does not work. • Maintains focus during longer tasks. • Takes responsibility for completing work independently. • Recognises personal achievements and areas for improvement. • Demonstrates growing confidence in tackling challenges. **Year 2:** *"I kept trying until I found a way to do it."*
Year 3 (Age 7–8)	• Approaches challenges with a "can do" attitude. • Perseveres when learning becomes difficult. • Uses feedback to improve performance. • Stays motivated when progress is slow.

	• Begins to set and work towards achievable goals. • Understands that effort leads to improvement and success. **Year 3:** *"It was hard, but I didn't stop."*
Year 4 **(Age 8–9)**	• Demonstrates resilience when facing obstacles or disappointment. • Reflects on mistakes and uses them to improve. • Maintains concentration during extended tasks and projects. • Shows independence in overcoming difficulties. • Sets personal targets and monitors progress towards them. • Takes pride in effort, perseverance and achievement. **Year 4:** *"I learned from my mistakes and improved."*
Year 5 **(Age 9–10)**	• Displays a strong work ethic and commitment to learning. • Tackles unfamiliar or demanding tasks with confidence. • Remains focused on long-term goals despite setbacks. • Adapts strategies when faced with challenges. • Demonstrates self-motivation and responsibility for their learning. • Encourages others to persevere and remain positive. **Year 5:** *"I stayed focused on my goal even when it was challenging."*
Year 6 **(Age 10–11)**	• Shows sustained determination when working towards ambitious goals. • Demonstrates resilience in the face of challenge, pressure and disappointment. • Independently identifies solutions to obstacles. • Maintains focus and commitment over extended periods. • Uses reflection and feedback to continually improve. • Understands that success is achieved through effort, perseverance and a growth mindset. **Year 6:** *"Success comes from effort, resilience and never giving up."*

Optimism



Someone who displays optimism is generally characterised by a positive and hopeful outlook on life, even in challenging situations. In everyday behaviour, an optimistic person doesn't ignore problems—they acknowledge them but choose to approach them with hope, confidence, and a belief that things can improve. Our children are encouraged to develop and display these key traits:

Positive mindset
They tend to focus on what can go well rather than what might go wrong.

Hopefulness
They believe that things can improve and that the future holds good possibilities.

Resilience
They bounce back from setbacks more easily, seeing difficulties as temporary rather than permanent.

Confidence
They trust in their ability (and others' abilities) to handle challenges and find solutions.

Gratitude
They appreciate what they have and recognise positive aspects of situations, even small ones.

Encouraging attitude
They uplift others, offering reassurance and support when things feel difficult.

Problem-solving approach
Instead of dwelling on problems, they look for ways to overcome them or make the best of the situation.

Open-mindedness
They are willing to see different perspectives and consider that outcomes can turn out better than expected.

Below is a progressive age-related model showing how the core value of **Determination** develops from Nursery to Year 6. The expectations become increasingly challenging as children develop a confident approach to life with hope and resilience and a belief that challenges can be overcome. This progression aligns well with the British Value of **Individual Liberty** because it helps children develop self-confidence and self-belief. They build resilience, independence and believe they can positively influence their own future. It progression aligns well with the EYFS Framework of **Playing and Exploring** as children show curiosity and enthusiasm when trying new experiences. It also encourages **Active Learning** as children keep on trying when they encounter difficulties and learn to manage setbacks positively.

Year Group	What Optimism Looks Like
Nursery (Age 3–4)	• Approaches new activities with curiosity and enthusiasm. • Tries again when something does not work the first time. • Responds positively to encouragement from adults. • Shows enjoyment in learning and play. • Begins to understand that mistakes are part of learning. • Celebrates small achievements. **Nursery:** *"I can try again."*
Reception (Age 4–5)	• Shows confidence in trying new experiences. • Perseveres when tasks become challenging. • Uses positive language such as "I can try again." • Recognises their own successes and those of others. • Begins to help and encourage friends. • Understands that practice can help them improve. **Reception:** *"I haven't done it yet, but I will keep practising."*
Year 1 (Age 5-6)	• Approaches learning with a positive attitude. • Understands that mistakes help us learn. • Believes effort can lead to improvement. • Tries different ways to solve simple problems. • Encourages classmates during activities. • Shows gratitude for opportunities and achievements. **Year 1:** *"Mistakes help me learn."*
Year 2 (Age 6-7)	• Demonstrates resilience when tasks are difficult. • Maintains a positive outlook when faced with setbacks. • Uses encouraging language towards themselves and others. • Recognises positive outcomes from challenges. • Appreciates the support they receive from others. • Begins to independently solve problems rather than giving up. **Year 2:** *"It was tricky, but I didn't give up."*

Year 3 **(Age 7-8)**	• Approaches unfamiliar challenges with confidence. • Focuses on solutions rather than dwelling on problems. • Shows resilience after disappointment or mistakes. • Appreciates progress as well as achievement. • Encourages peers to keep trying. • Understands that effort and perseverance lead to success. **Year 3:** *"I looked for another way to solve the problem."*
Year 4 **(Age 8-9)**	• Maintains a positive attitude during challenging situations. • Demonstrates confidence when learning something new. • Uses setbacks as opportunities to improve. • Recognises and values the positive contributions of others. • Supports classmates through encouragement and reassurance. • Considers different approaches when solving problems. **Year 4:** *"Challenges help me get better."*
Year 5 **(Age 9-10)**	• Demonstrates a hopeful and resilient attitude towards challenges. • Remains focused on goals despite obstacles. • Reflects positively on mistakes and uses them to improve. • Encourages others to adopt a positive mindset. • Appreciates the strengths and successes of others. • Shows open-mindedness towards different viewpoints and solutions. **Year 5:** *"I believe things can improve if I keep trying."*
Year 6 **(Age 10-11)**	• Demonstrates a strong growth mindset and belief in improvement. • Maintains confidence and hope when facing significant challenges or change. • Uses reflection and resilience to overcome setbacks. • Acts as a role model by encouraging others and promoting positivity. • Takes a proactive, solution-focused approach to problems. • Appreciates multiple perspectives and recognises opportunities within challenges. **Year 6:** *"Every setback is an opportunity to learn and grow."*

Responsibility



Someone who is responsible is typically shown through behaviours that demonstrate reliability, accountability, and good judgement. In everyday life, a responsible person follows through on their duties, makes sensible choices, and can be trusted to do the right thing without needing constant supervision. Our children are encouraged to develop and display these key characteristics:

Reliability
They can be trusted to complete tasks and keep promises.

Accountability
They take ownership of their actions, admitting mistakes rather than blaming others.

Good decision-making
They think carefully about choices and consider consequences before acting.

Self-discipline
They manage their time and behaviour well, staying focused on what needs to be done.

Organisation
They plan ahead, meet deadlines, and keep things in order.

Dependability
Others feel confident relying on them in both everyday situations and important tasks.

Honesty
They are truthful and act with integrity, even when it's difficult.

Care for others
They consider how their actions affect other people and act thoughtfully.

Below is a progressive age-related model showing how the core value of **Determination** develops from Nursery to Year 6. The expectations become increasingly challenging as children develop understand the meaning of reliability, accountability and good judgement. The core value of Responsibility aligns with the British Core Value of **Rule of Law** because it encourages children to understand expectations, rules and responsibilities whilst recognising that actions have consequences. Responsibility aligns with the EYFS Framework of **Personal, Social and Emotional Development (PSED)** as they learn to manage their own needs with increasing independence, demonstrate kindness, care and consideration and make choices and consider consequences.

Year Group	What Responsibility Looks Like
Nursery (Age 3-4)	• Begins to follow simple routines and expectations. • Helps to tidy away toys and resources after use. • Takes care of their belongings with support. • Starts to understand right and wrong. • Shows honesty when talking about what happened in simple situations. • Begins to recognise how their actions affect others. **Nursery:** *"I can help tidy up."*
Reception (Age 4-5)	• Follows classroom rules and routines independently. • Takes responsibility for personal belongings and learning resources. • Helps care for the classroom environment. • Begins to admit mistakes and accept guidance. • Makes simple choices that keep themselves and others safe. • Shows kindness and consideration towards others. **Reception:** *"I look after my things and follow the rules."*
Year 1 (Age 5-6)	• Completes simple tasks and responsibilities with increasing independence. • Understands the importance of telling the truth. • Accepts responsibility when mistakes are made. • Follows instructions and classroom expectations consistently. • Looks after school equipment and personal belongings. • Begins to understand how choices affect others. **Year 1:** *"I tell the truth and try to fix my mistakes."*
Year 2 (Age 6-7)	• Demonstrates reliability by completing assigned tasks. • Takes ownership of actions and begins to explain how mistakes can be corrected. • Makes sensible choices in learning and play. • Shows increasing independence in managing belongings and resources. • Understands the importance of honesty and fairness. • Considers the feelings and needs of others when making decisions. **Year 2:** *"I think about how my choices affect others."*

Year 3 **(Age 7-8)**	• Completes responsibilities consistently and without constant reminders. • Accepts accountability for actions and learning. • Demonstrates honesty, even when it may be difficult. • Begins to organise themselves effectively for learning. • Makes thoughtful decisions by considering consequences. • Shows care for the school environment and wider community. **Year 3:** *"If I make a mistake, I take responsibility and learn from it."*
Year 4 **(Age 8-9)**	• Demonstrates dependability when working independently or as part of a group. • Reflects on mistakes and takes action to improve. • Organises time and resources effectively. • Shows self-discipline during learning and social situations. • Makes responsible choices that benefit themselves and others. • Takes pride in contributing positively to the school community. **Year 4:** *"People can rely on me to do my job properly."*
Year 5 **(Age 9-10)**	• Consistently demonstrates reliability and integrity. • Takes responsibility for meeting expectations and deadlines. • Shows honesty and maturity when resolving problems. • Makes informed decisions after considering risks and consequences. • Supports others by being dependable and trustworthy. • Demonstrates leadership through responsible actions and behaviour. **Year 5:** *"I make sensible choices and take ownership of my actions."*
Year 6 **(Age 10-11)**	• Acts as a role model for responsibility across the school. • Takes full ownership of actions, learning and behaviour. • Demonstrates strong self-discipline and organisation. • Makes thoughtful decisions that reflect personal values and consideration for others. • Upholds honesty and integrity in challenging situations. • Recognises their responsibilities as a member of the school, local community and wider society. **Year 6:** *"Being responsible means doing the right thing, even when nobody is watching."*

Positive Behaviour Management

We believe that positive behaviour is a choice and that we can support all our children to make these 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

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 newsletters.
- 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.
- Implement and modal the school Core Values, being an example how each one applies to us all.

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.

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.

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.

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 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:

- Head Teacher's award for exceptional work and being an example of how to embody the school Core Values.
- House Points: As a school we currently have a house point system where all children belong to one of four houses: **Francis, Shakespeare, Blanke and Tudor.**
- During Friday's celebratory assembly, the adults in each class nominate children for achievement certificates.
- Sports Person of the Week – selected by the sports coach and given in celebration assembly.
- Giving of a Core Value sticker or certificate for displaying that core value.
- Non-verbal rewards such as a smile or body language.
- Showing work or achievements to other pupils, other teachers.

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 them.

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.

Sanctions (See Appendix 2)

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 – Inappropriate Behaviour

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. At this level the child may be spoken to by a member of SLT. A CPOMS may need to be recorded to identify patterns and trends in behaviour. If seen as necessary a meeting may be held with the parent and member of SLT.

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:

- A member of the Senior Leadership Team (SLT) will be contacted.
- Confrontation will be avoided wherever possible. Where intervention is necessary, it will only be undertaken by an adult who feels able to manage the situation safely and is clear about the intended outcome.
- A clear script will be used to remind the child that they are capable of making a positive and appropriate choice. (See Appendix 3)
- Wherever possible, a second adult will be present during any confrontational situation.
- The child will be encouraged to leave the classroom to discuss the incident and time will be provided for them to calm down and reflect on their behaviour.
- Where appropriate, the class will be removed from the area in order to eliminate the audience from the situation.
- Staff will risk assess the situation and determine whether physical intervention is necessary. Where required, trained members of staff will use the Open Mitten Guide and Supportive Hug methods to safely remove the child from the classroom. Parents will be informed when such intervention has taken place.
- Details of the incident will be recorded on CPOMS. The CPOMS record will be reviewed with a member of SLT and appropriate action will be determined. This may include a telephone call to parents with the child present, an internal or external suspension, or a meeting with parents to discuss the child's behavioural needs.
- Where similar incidents occur on more than one occasion, the SLT and/or Inclusion Team will complete a risk assessment and share it with parents and relevant staff. The risk assessment will outline how the child's individual needs are being managed (see exceptions

– personalised behaviour plans) and identify whether additional intervention or support from external agencies is required.

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 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 include:

- 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, the 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 or 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 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 outbursts, biting or fighting. Staff members are calm and patient in these situations, offering comfort and helping children to manage their feelings.
- If outbursts, 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

Expected Behaviour	Level 1 - Warning	Level 2 – Persistent Low Level	Level 3 – Inappropriate behaviour.	Level 4 – Highly inappropriate behaviour
- Displaying the behaviours expected in line with the TUDOR core values. -	- Talking in class during teaching. - Making silly noises - Not listening - Inappropriately calling out - Disrupting the learning of others - Refusing to work - Not lining up appropriately - Arguing with peers/adults - Dropping litter - Interfering with others children belongings. - Play fighting	- Persistent level 1 behaviour - Talking in assembly - Not following instructions. - Intentional damage to school's property. - Intentional damage to another child's property. - Swearing - Spitting - Misuse of equipment - Throwing objects in class. - Misuse of toilets - Lying - Deliberately not handing phone into the office.	- Persistent level 2 behaviour. - Continually disturb teaching and learning - Use inappropriate language or display a poor attitude. - Spreading hurtful rumours - Inappropriately touching others e.g. pushing, pulling, prodding and poking. - Lying to get others in trouble. - Intentional damage to school's property. - Disrespectful language. - Verbal threats of violence. - Deliberately antagonising another student. - Stealing	- Persistent level 3 behaviour - Physical violence resulting in physical harm to another person. - Leaving the school premises - Vandalism - Throwing furniture - Throwing stones to hurt another person. - Aggressively swearing - Proven bullying - Misuse of social media - Deliberately hurting a member of staff - Making a racist remark to another child or member of staff. - Using homophobic language.
Consequences	**Consequences**	**Consequences**	**Consequences**	**Consequences**
- Head Teacher's award for exceptional work or behaviour choices. - House Points - During Friday's celebratory assembly, the adults in each class nominate children for achievement certificates. - Sports Person of the Week – selected by the sports coach and given in celebration assembly. - Giving of a Core Value sticker or certificate. - Non-verbal rewards such as a smile or body language. - Showing work or achievements to other pupils, other teachers.	- A child may be spoken to by the adult within close proximity and not across the classroom for any low level behaviours. - Reminder of the core values not being used. - Moving to another table - Teacher to be informed if the behaviour is at lunchtime.	- Taken to a buddy classroom for 10 minutes time out. - 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 - Teacher or member of SLT to contact the parent to make them aware of behaviour. - Loss of playtime - Loss of up to half of lunchtime -	- 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. - A member of SLT to interview the child. - CPOMS completed - Parental meeting with SLT/Teacher - CAF	- SLT to interview the child. - Removed from the class from an agreed amount of time. - Physical restraint of the child where it is assessed as being necessary for the safe guarding of the child and others. - CPOMS - Internal suspension - External Suspension - Behaviour Plan issued and monitored for a time period agreed by SLT and the parents. - MASH involvement. - Referral to behaviour outreach support.

Appendix – 3

Connection and Regulation Procedure

Step One:

Step 1	Therapeutic response given NAME FEELING BEHAVIOUR ENCOURAGE	Respond therapeutically with connection, empathy and insight into the brain. This will help shift a child's overwhelmed reptilian brain into rational brain which will help them think and reflect.
Step 2	Offer a BOUNDARY (either a limitation or a responsibility) Offer a TEACH statement (If ready to hear this)	Create opportunities to take responsibility for their actions and learn through setting boundaries.
Step 3	Calm time Or Thinking time (OR both)	Re-define 'punishment' and create the opportunity to self-regulate and reflect instead.
Step 4	Ongoing	Create trust, reliability and security through consistency.

Therapeutic Response Given

Staff will respond to a child's difficult feeling or behaviour incident calmly using a therapeutic response. They will follow the above steps and help the child to understand how they are feeling. This will help the child feel understood, noticed and heard. We acknowledge that although the child may have made a mistake or done something wrong, we are aware that there was a trigger to make this happen and that is often an overwhelming feeling. We need to help the children to recognise and understand this before we focus on the behaviour incident.

Step Two: Boundary

In response to difficult behaviour, we will put a boundary in place. This will either be in the form of a responsibility, whereby we ask the child to make amends for what they have done by picking up what they have broken and fixing it for example or helping put things right. Or a limitation will be put in place, where something they were going to get is taken away. Such as iPad time or football. We are aware that sometimes a child will need some calm time or thinking time (Step three) before they can fulfil the responsibility, we have asked them to do.

Step Three: Calm Time

We are aware that when children display difficult behaviour, they are often also experiencing overwhelming feelings. At Tudor Court we want to teach the children how to calm down and manage their big emotions. We may ask the children to have some calm time to help them to do this. Children will be given a task to help them learn to self-regulate and manage their emotions. We acknowledge that children need to feel calm enough before they can learn how to change their behaviour and react differently next time. In the event of a child who is extremely overwhelmed, kicking, hurting others and very angry, we will help the child to calm down through using therapeutic thinking time. This replaces the conventional time out. Thinking time is where one of our members of staff will sit with the child and calmly count to 20. They stay with the child throughout this process to help them regulate their emotions. This is not a punishment whereby we reject the child and send them away, instead we sit with them and help them to manage the very overwhelming feelings. Children will be expected to sit with the member of staff until they have finished counting to 20 without fighting or moving away. This is not a confrontational method and will respect that the child is already angry. When the child has calmed down, they will be offered some further calm-time before asking them to make amends for their behaviour through a limitation or responsibility (as mentioned above).

Step Four: Consistency

This approach will be followed by every member of staff in school and appropriate training will be given. Children at Tudor Court deserve to feel safe and secure, especially when they find a situation or feeling hard for them in school. We aim to ensure our approach is consistent to communicate that we are here to support them both academically and emotionally. This is part of their PHSE development and will help them to develop positive wellbeing and mental health.

Internal calm space (Exclusion process)

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our Calm Space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time which will be decided by the Head Teacher.