



Twiss Green Community Primary School

Behaviour Policy

October 2025

Date of Approval:	1/10/25
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Statement of intent

Twiss Green Community Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. This whole-school policy is underpinned by our stance as a Rights Respecting School. We believe that this will promote positive behaviour and develop successful, responsible citizens for the future. This policy also uses the guidance and research from the EEF's Improving Behaviour in School Guidance Report and Paul Dix's 'When the Adult's Change'.

Aims and Philosophy

- To promote positive attitudes and positive self-images that encourage outstanding behaviour.
- To promote and develop our school values 'The 3 Rs' - Respect, Relationships and Resilience.
- To create a happy, calm, safe and secure environment for all our children and staff.
- To develop self-respect and respect for everyone in our school family.
- To ensure fairness and consistency of approach in all we do.
- For all our children to be responsible for their own behaviour.
- To know, pupils have the right to learn, staff have the right to teach.
- To develop resilient lifelong learners.
- To value everyone for their uniqueness.
- To monitor and evaluate the effectiveness of our relationships, wellbeing and behaviour policy and procedures

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

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To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

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- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

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Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Deputy Headteacher
- As authorised by the headteacher, deciding consequences with pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness/being disrespectful

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND, potential trauma and social, emotional and mental health needs.
- Currently, specific training to implement our behaviour system has involved Trauma Informed Schools UK, Paul Dix's 'When the adults change' and Team Teach.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.
- The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.
- Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.
- Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

- All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Special Educational Needs and Disabilities (SEND) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

- Instances of unacceptable behaviour will be taken seriously and dealt with immediately using a whole-school approach based on restorative practice. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. If appropriate, staff will consider afterwards how to prevent such behaviour from recurring alongside the children involved.
- Records of all reported incidents will be kept on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.
- Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of low-level negative behaviour, the consequences in Appendix 1, Restorative Ladder, will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. We use the 'Remind, Repair, Restore' graphic (Appendix 2) as a quick visual representation of the stage children are at and where to go next, e.g. 'Let's remind ourselves of the School Rules' (Remind), 'Let's have a chat with Charlie and ask him how we can put this right' (Repair), or 'These fidgets really help me to stay focused and calm when my teacher is talking' (Restore).
- Please note that all behaviour incidents involving our Nursery children will be dealt with by nursery staff through a restorative approach within their nursery environment and will be fed back to parents/carers or whomever is collecting, in person on the day. These incidents will also be recorded on CPOMS.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The senior member of staff investigates the incident and decides whether it constitutes unacceptable behaviour.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom. The senior member of

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staff will then decide whether the behaviour is serious enough to be managed using the Suspension and Exclusion policy.

- Pupil's parents will be informed on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using a restorative approach with consequences and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small nurture groups or in one-to-one activities. Relevant members of the SLT and other staff are made aware via CPOMS of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following restorative conversations and low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour Curriculum

Positive behaviour will be taught and modelled to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before the start of the day, for assembly and after break and lunch times.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND or SEMH/complex behavioural needs will be made. Consistent and clear language linked to our school values and rules will be used when acknowledging positive behaviour and addressing misbehaviour.

PSHE/Jigsaw

Jigsaw 3-11 introduces all aspects of PSHE in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The Health Education and Relationships Education (primary) aspects of PSHE education is compulsory in all schools.

Children take part in weekly sessions where they are provided with opportunities to focus on how they can become more successful in all aspects of their lives, not just as learners. The practice of mindfulness, where children learn to be in the present moment without judgement, is taught in every Jigsaw lesson – through the Calm Me time, through visualisation and through breathing techniques. Mindfulness practice enables the children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, their behaviour and their lives. As well as being known to support wellbeing, we believe mindfulness helps them to remain focused on the present moment and thrive in it.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to issue consequences to the pupil. As the behaviour policy is a whole-school approach, there is flexibility for adjustments to be made for a pupil with SEND in line with their difficulties and where appropriate.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. The majority of teachers and teaching assistants within the school have been trained to use Team Teach positive behaviour management strategies.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. Any incidents of physical intervention will be recorded on CPOMS.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school

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- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Bullying

Bullying of any form will not be tolerated at Twiss Green. Alleged bullying will be acted on promptly in accordance with the school's Anti-bullying Policy (see the school's Anti-bullying Policy for further information).

Online Safety

The school has clear expectations of pupils with regard to online safety. These are addressed in the schools Online Safety Policy.

Parental/Carer Support

Twiss Green Community Primary School works collaboratively with parents and carers so children receive a consistent message about behaving in a positive manner. The school expects parents and carers to read and support the school's expectations and values. Parents and carers are expected to support their child's learning and to co-operate with school. The school aims to maintain a positive and supportive dialogue between home and school, and will inform parents/carers about concerns regarding their child's welfare or wellbeing, which also includes behaviour.

8. Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

Some of our older children bring mobile phones to school, enabling them to keep in contact with caregivers when walking to and from school. Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before

and after school but will be required to hand their phone in to the office at the beginning of the school day to be collected at the end of the school day.

10. Twiss Green's Relationships, Well-being and Behaviour System (Effective classroom management, including behaviour management across all areas of school)

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Classroom Expectations

The school is a Rights Respecting school, and so, at the beginning of the school year, each class uses these rights to create a 'Class Charter' listing their agreed behaviours and expectations for their lessons.

To ensure good behaviour and effective, successful learning, every learning area in the school has the TG School Rules displayed clearly. These have been reviewed and developed alongside the children during assembly in line with our school values. All pupils are expected to follow them at all times and will be reminded to do so when necessary.

- Always do your best #resilience
- Be kind #relationships
- Always be considerate of others, their property and our school #respect

The Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

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- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Rewards, Recognition and Restorative Practice

The school expects all pupils to show outstanding behaviour all the time. To ensure this happens the school has devised a rewards, recognition and restorative practice system that is fair and consistent but that can also be easily accessed by children with SEND and/or complex behavioural needs.

Rewards

The school will always reward all children who show the behaviours outlined in the TG School Rules and linked to 'The 3 Rs' Respect, Resilience and Relationships. This rewards system was developed with the School Council based on pupil questionnaires and encompasses our school values.

ClassDojos: These points provide many opportunities for pupils to be rewarded for outstanding behaviour, positive attitudes to learning, excellent work and by exhibiting outstanding practice of 'The 3 Rs'. Once a child reaches 100 Dojos they get a bronze badge; 200 Dojos = silver badge, 300 Dojos = gold badge and 400 Dojos = platinum badge. Beyond this, a child will receive a gift voucher of choice (at the discretion of the headteacher).

In some instances, children will be sent to the headteacher in order to receive a Headteacher's Award.

Merits: Each class is awarded 3 merits per week in Celebration Assembly. These are awarded for showing excellent progress, showing great resilience and displaying the value of 'relationships' (the latter 2 linking to 'The 3 Rs').

Team Tokens: In order to develop the value of 'relationships', classes will be awarded tokens at times when they work together as a team, e.g. excellent lining up, everyone doing their jobs to keep the classroom in order to maximise learning time etc. Each half-term, the teacher will decide with their class what the reward will be depending on the number of tokens earned.

Unsung Hero Award: Two children per half-term in each class will be chosen as the Unsung Heroes, and as such will be invited to Afternoon Tea with Mrs Hughes to show that their efforts and contributions are valued by their teachers and classmates. One of the Heroes is chosen by the teacher, and one is chosen by the class via a 'shout-out' window/wall. The class must state why they choose this person as an Unsung Hero. Much discussion is had prior to choosing Unsung Heroes to ensure that pupils are making choices for genuine reasons and not just based on friendships.

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Nursery rewards: For our Nursery children, recognition and rewards will be immediate. They will receive stickers and young EYFS friendly versions of our merit certificates that link to our values.

Recognition

To show how much children's hard work is valued in the various areas of their development, those who earn rewards will be celebrated on the TG Recognition Board in the hall.

Positive Behaviours

Pupils and staff are considerate of each other and their surroundings and are expected to behave in a positive way. The rewards for such behaviour are intrinsic and the school recognises that feeling good about something you have done is a very significant reward. The school also aims to reinforce positive behaviour with descriptive praise and recognition through rewards.

The school believes that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Parents/carers are expected to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home school agreement as written evidence that they are in agreement.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone.
- Staff may also send 'Positive Pings' or call home to share praise with parents/carers.
- Parents' Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Celebration Assemblies - celebrating behaviour and achievements.
- Certificates and badges that children take home (as above).

Good discipline is the shared responsibility of all staff. The school knows that if they expect the children to behave well, the adults in the school must model good behaviour themselves.

Adults in school strive to avoid:

- shouting;
- humiliation;
- blanket punishments – this is unjust towards the innocent;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. no P.E.).

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across school. These include, but are not limited to:

- Class Council
- School Council
- Eco Council
- Play Leaders
- Classroom and school wide monitor jobs

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. The school believes that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way situations and issues are approached provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff will be trained in the key principles of RP and will understand the importance of modelling positive language, behaviour and taking time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Approach

As mentioned above, the restorative ethos underpins Rights Respecting Schools, so children need to know and help define this ethos within their class in order for it to be meaningful and effective. Each class works with their teacher to create a class charter, detailing a shared set of rights and responsibilities for all members of the class community, based on the UN Convention on the Rights of the Child. This is for both children and adults to adhere to and will be on display in the classroom for reference.

Together with this and the PSHE sessions detailed above, children are encouraged to take responsibility for their own actions and behaviour and consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. However, with the aim to avoid public humiliation, all children will learn that we will enforce consequences privately and reward publicly; so whilst poor behaviour choices will be dealt with, it won't be for any other children to see or hear other than those involved in the restorative process. Consequences of inappropriate choices will be discussed and decided upon with the child and the consequences enforced. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Our expectations

The school environment - We are so proud of our beautiful school, its grounds and our wonderful children and staff. It is the responsibility of us all, staff and children, to maintain this by looking after the grounds, the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

Assemblies - With staff leading their class from the front of the line, we enter and leave assembly silently, unless choosing to sing along to any music being played. We also sit silently during assembly but should be keen to participate in any interactive parts in a positive and respectful manner.

The dinner hall - Children should line up sensibly, be polite when receiving their meal and follow any instructions of the midday staff in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area, leave the hall quietly and walk to the playground.

The playground - Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another, with the exception of the Senior Leadership Team. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt or are being bullied. The adults on duty are responsible for ensuring that any incidents are being properly dealt with within the restorative framework.

To ensure RRS, children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. On the second whistle, children should walk sensibly to line up.

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly.

Following issues between children, or any wrong-doing, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened (although this will more than likely become apparent), but to

determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue, 'The Restorative Five', and is therefore supported in coming to understand the harm that has been caused to anyone involved.

The Restorative Five:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to. It is important to listen carefully without disagreeing or interrupting, but it's equally important to give an account from your perspective (if possible) without judgement.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since. This allows children to replay their thought processes and reconsider their actions at the time; it may not be obvious to the child that it was their initial thoughts and feelings that caused the issue.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families. With this routine, in time, children will be able to identify and consider this quite easily.

How might those affected feel? The child/ren may not have considered how anyone else might feel. Give them the opportunity to discuss this and preferably hear it from those affected.

What do you think needs to happen next/to fix things with each other and with the school community? What those affected need to feel better, move on, repair harm and rebuild relationships.

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative Ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership of it and ensure it is helping them to resolve the situation and make amends in their own way. It may take more than a simple apology to fix any issues, so the children should be given the opportunity to see this through, e.g. write a letter or mend something that was broken.

Low-level disruption

Low-level disruption is behaviour that doesn't cause huge disruptions, but still disrupts lessons and children's learning. Examples of it include talking unnecessarily, not starting work when asked and being disrespectful. For low-level disruption in the classroom, we will follow our restorative approach alongside reminders; however for persistent low-level disruptive behaviour during learning time, we will implement a 'dot' system, which we will then share with parents. Details of this system are below.

- For the first incident of disruptive behaviour during a lesson, the teacher will remind the child about what they should be doing and check they understand what's happening in the lesson
- The second incident of disruptive behaviour – the child will receive a warning and a dot will go next to their name on a laminated class list which lives on the teacher's desk
- Should the teacher need to speak to the child a third time, a second dot will go next to their name. Two dots mean a message sent home via SchoolPing informing families of their child's repeated low-level disruption, so that together we can support them to get back on track
- Each day is a new day, and each week is a new week, so the laminated sheet will be cleared at the end of the day
- If five SchoolPings are sent home in a half-term, teachers will invite parents/carers into school to plan a way forward.

Throughout these reminders and warnings, staff will refer to the TG School Rules.

The children's mental health and social and emotional well-being remain a priority, and we are committed to avoiding publicly shaming/humiliating children, so the class list, conversations with children and messages sent home will remain private and not happen openly in front of other children.

For behaviour deemed more serious and persistent, staff and/or the headteacher/SLT may refer to actions stated in the policy above in sections 5, 6, 7, & 8, referring to the Suspensions and Exclusions Policy.

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The school's expectations for behaviour will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing the school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will

also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the headteacher, behaviour lead and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

APPENDIX 1

TG Restorative Ladder



Behaviour .Not doing your work .Disrupting others, e.g. shouting out, walking around without asking .Not following instructions .Poor choices and actions in the classroom, around school or the playground What the consequences could be and how we can fix it .A reminder of how to behave and how your choices are affecting others .Help to make a better choice .Your own working space .Catch up on missed work	
Behaviour .Disrupting others a lot .Talking about things that are not OK to talk about in school .Poor choices e.g. teasing someone, being unkind .Hurting someone (accident) .Not respecting people or things What the consequences could be and how we can fix it .A dot next to your name (2 dots mean a message home) .Miss some or all of break for a restorative conversation. How can we fix this? .Say sorry .Catch up on missed work .Do something kind for those hurt or sad .Grown-ups at home told	
Behaviour .Swearing .Being rude or shouting .Making poor choices a lot .Lots of disrupting people or learning time What the consequences could be and how we can fix it .Thinking time in a different room or area .Miss break for a restorative conversation with Mrs. Hughes or Mrs. Kelly. How can we fix this? .Say sorry .Your teacher talks with you and your grown-ups .You must fix any damage or tidy any mess	
Behaviour .You carry on doing all the above behaviours .A very serious behaviour .Hurting someone on purpose .Danger to yourself or others .Danger of damage to things .Bullying .Racism What the consequences could be and how we can fix it Adults will make all the decisions now .Mrs. Hughes or Mrs. Kelly will be involved .They will talk with your grown-ups .Restorative conversation with your grown-ups too .Thinking time out of class with Mrs. Hughes .Restraint-staff may hold you so that you don't get hurt or hurt anyone else when your feelings are too big .Your grown ups may come to collect you	

'Achieving, Caring and Growing Together'

Depending on the developmental age and particular circumstances, various behaviours may require one or a combination of consequences (all to be decided upon using the Restorative Framework). Staff should use professional judgement when supporting children to fix their mistakes, especially for those with complex behavioural needs, those who are vulnerable or SEND children.

Staff are clear that when incidents of behaviour are considered extremely serious, they are referred directly to the Headteacher and SLT and policies such as the Suspension and Exclusion Policy may be used.

APPENDIX 2

