

Tilston Parochial CE Primary School

Bringing out the Best in Everyone.
'Encourage one another and build each other up.' Thessalonians 5:1



Tilston Parochial
CE Primary School

Positive Behaviour Policy 2024-2025

Date of policy: Spring 2024
Review cycle: Annual
Reviewed by: Kelsey Mort
Approved by: Achievement and Safeguarding Committee
Next review date: Spring 2025

At Tilston Parochial Primary School, we aim to create a safe and inclusive environment where children treat adults and pupils with respect because they know it is the right way to behave.

Tilston Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

Aims and expectations:

- ✦ Everyone should have the opportunity to learn in a Christian environment where they feel valued, safe and happy
- ✦ Everyone is responsible for their own behaviour and for making their own choices
- ✦ Appropriate, responsible behaviour and good work should always be recognised, rewarded and celebrated
- ✦ Everyone should show respect for others in order to gain respect for oneself
- ✦ Every lesson is a fresh start
- ✦ The problem is the problem (not the person!)

At Tilston Parochial Primary School we have used the book, 'When the Adults Change, Everything Changes,' by Paul Dix, to shape our philosophy and inform our practice. Our Tilston Code, is made up of 3 school rules which are understood by all members of the school community.

Tilston Code- 3 school rules

- Be respectful
- Be safe
- Be ready

Staff behaviour

- 1) Calm, consistent use of language
- 2) Shared responsibility for whole school behaviour
- 3) Establish positive working relationships

All staff, every day will:

- 1) Be punctual
- 2) Meet and greet children
- 3) PIP and RIP (praise in public, remind in private)

Senior leaders will:

- 1) Continually review and recap on the policy
- 2) Lead by example
- 3) Monitor whole school / classroom routines

3 key ways to recognise 'Over and Above':

- 1) Staff have clear examples of what is 'over and above'.
- 2) Notes sent home
- 3) Celebration Assembly

Support beyond the classroom:

- 1) Individualised programmes
- 2) Engagement with parents
- 3) Shared responsibility for movement around school

Alternatives to exclusion:

- 1) Engage with families
- 2) Engage families in '123 Magic'
- 3) Implement individual programmes

Governors will:

- 1) Ensure the school provides an environment that promotes positive behaviour to allow effective learning to take place.
- 2) Ensure that all policies related to behaviour are regularly reviewed and monitored.
- 3) Ensure a behaviour recording system is in place and monitored.

Parents will:

- 1) Work in partnership with the school to promote positive values and behaviour. 2) Encourage children to take responsibility for their actions.
- 3) Value the work of the school and be aware of the school behaviour policy.

Anti-Bullying Ambassadors

- This year (2021-2022) we have introduced Anti-Bullying Ambassadors.
- As a school, we have all raised our hand to pledge to put an end to bullying.
- It is our aim to have leaders across KS2 who will model the highest standards of behaviour and become critical friends.

Consistencies

Teachers will:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Ensure positive recognition is used in each classroom.
- Refer to 'respectful, safe and ready' in all conversations about behaviour.
- Always act in a calm and consistent way (prevent before sanctions).
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Share responsibility for whole school behaviour and offer support to colleagues
- Record behaviour incidents on CURA

Promoting and Rewarding Positive Behaviour

At Tilston Primary we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement.

The following is a list of rewards that will be used at Tilston Primary:

- Immediate verbal feedback to recognise and reinforce positive behaviour
- Class Dojo points are used to reward good behaviour on a daily basis.
- Class Dojo weekly champions are shared via the weekly newsletter.
- At the end of each half term, the class with the most points receives a reward at the start of the following term.
- Celebration Assemblies are held weekly. Each class teacher chooses children to receive Star of the week and Most Improved Handwriting awards.
- Achievements outside school are celebrated- horse riding competitions/sports events
- Children are awarded certificates for representing Tilston Primary in sports competitions within the Broxton Federation Group.
- All classes collect pebbles as a reward for tidying up and taking responsibility for their environment. They add the pebbles to a class jar and when it is full, they choose a class activity.

- Praise Postcards- the headteacher acknowledges 'above and beyond' behaviours and sends home postcards.
- Teachers send 'notes home' to acknowledge when children have gone 'above and beyond.'

Behaviour management procedure

Although rewards are pivotal to the encouragement of good behaviour, it is also important that at Tilston Primary we follow a series of steps and actions to ensure consistent behaviour management across the school.

1) Redirection - Gentle encouragement to change the direction of behaviour; maybe a small act of kindness.

2) Reminder - A reminder of the expectations 'Respectful, Safe, Ready,' delivered privately wherever possible. Use de-escalation techniques to avoid confrontation.

3) Caution – A clear verbal caution delivered privately wherever possible, make the learner aware of their behaviour, clearly outline the consequences if they continue.

4) Time out – Give the learner a chance to reflect away from others. Speak to them privately and give them a final opportunity to engage.

5) Missed break – The learner will miss 2-5 minutes of their break or lunchtime to discuss their difficulties with the teacher, or stand with the teacher on the playground.

6) More serious breach – The learner's behaviour will be recorded on CURA and SLT will speak to them if appropriate. A conversation with a parent will also take place at this time and a playtime may be missed.

Possible Strategies for incidents of Major Breaches of Discipline

- A meeting with child with the Head teacher or member of SLT as to future conduct
- Timetable adjustments to enable the child to work outside of their normal classroom
- A letter/phone call to parents informing them of the problem
- A meeting with parents
- A Behaviour Improvement Plan to be formulated in consultation with parents, class teacher and child
- A fixed-term exclusion may be considered in order to allow the school time to make adjustments to provision and to allow time-out for the child. Parents receive a letter explaining the reason for the exclusion and arrangements for returning to school. A copy of the letter is sent to the local authority and school chair of governors.
- Immediately following a fixed term exclusion and before the child returns, a reintegration meeting between parents and school should be arranged.
- A multi-agencies meeting alongside parents.
- Permanent exclusion after consultation with the Governing body and the LEA
- Parents have a right to appeal to the Governing Body against any decision to exclude

CURA

At Tilston Primary we use our CURA system to record significant behaviour incidents. These include where a child has been sent out of the classroom for some time out. It is the role of the safeguarding team to monitor these records with a purpose of identifying trends and patterns in behaviour for individual children, classes and year groups.

Attendance

As a school, we believe that there is a direct correlation between good attendance, behaviour and achievement. Attendance is analysed by the safeguarding team shared with governors at A&S committee meetings. (Achievement and safeguarding committee)

Please refer to 'Attendance Policy' for further information.

Use of Reasonable Force

If necessary, reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this situation, action taken will be **proportionate** and **necessary**; the professional judgement of the staff member concerned will be used.

Reasonable force may be necessary to:

- ✦ remove disruptive children from the classroom where they have refused to follow an instruction to do so
- ✦ prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- ✦ prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ✦ prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- ✦ restrain a pupil at risk of harming themselves through physical outbursts

Examples taken from *The use of reasonable force: Advice for headteachers, staff and governing bodies* DfE, July 2013

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Special Educational Needs

In certain cases, a child may present challenging behaviour as a result of special educational or mental health needs. Children's behaviour is often a way of sending a message to adults and peers about unmet needs and significant issues or even trauma. For a variety of reasons, they may find it difficult to cooperate with rules, instructions or guidance. In cases where inappropriate behaviour is clearly related to special educational and mental health needs, relevant accommodations and an individual behaviour support plan will be agreed by staff, parents, the SENDCo and relevant professionals and shared with the child and all relevant staff.

Review

The Governing Body reviews this policy regularly. The governors may also review the policy if the government introduce new regulations or if the governing body receives recommendations on how the policy might be improved.

Appendix 1
Sanction Steps

Sanction	Steps
1) Redirection/ Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	<i>Speak to the child privately and give them a final opportunity to engage</i> Use the 30 second scripted intervention-I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At Tilston, we... (refer to the 3 school rules – ready, respectful and safe) Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) See me for 5 minutes after class/during break. Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... Thank you for listening... then give the child some 'take up' time.
4) Cool off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair/restorative conversation # Reflection	If the warning is not heeded and the behaviour continues this must be recorded on Think Sheet and uploaded on CURA. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. (Stage 5)

	<p>Think Sheet:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
<p>6) Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion</p>	<ul style="list-style-type: none"> • If a child has two incidents in a week requiring reflection the class teacher must inform parents. Parents will be contacted by telephone. • This must be recorded on CURA. Please upload a copy of the Think Sheet/s. • If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CURA. • Children who regularly receive more than 3 reflections in a week will have an individual behaviour plan written with regular meetings with HT/class teacher. • A serious breach may lead to a fixed term exclusion.

Appendix- Reflection (Think Sheet)



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Think Sheet
Be Ready, Be Respectful, Be Safe.

Name:	Year:	Date:
What happened?		
What were you thinking at the time?		
What have you thought since?		
How did this make people feel?		
Who has been affected?		
How have they been affected?		
How can we do things differently in the future?		
Signed (Staff)		
Referred to Headteacher		Yes/No