



TIBBERTON COMMUNITY PRIMARY SCHOOL AND EARLY YEARS

Positive Behaviour Handbook

LAST REVIEW: - January 2023

REVIEW PERIOD: - 3 years

NEXT REVIEW DUE: - January 2026

RESPONSIBILITY FOR REVIEW: - Head teacher

Aims

We aim to provide a happy, safe atmosphere in which staff and parents work together for the welfare of the children, and where children grow together, adopting certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We encourage children to be polite, well mannered, helpful to each other and to become good citizens.

Tibberton Community Primary School and Early Years aim to promote prosocial behaviour through a culture of mutual respect. The school community of members, staff, parents and pupils adhere to an established routine and code of conduct. We see education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside

and outside the classroom, as well as outside the school and in any written or electronic communication by all parties concerning the school.

Introduction

This document is a statement of the aims, principles and strategies for positive behaviour at Tibberton Community School and Early Years. The views and opinions of the whole school and nursery community have been considered, including teaching and non-teaching staff, governors, parents and pupils.

Purpose

We want our school to be a safe place where everyone is aware of what is expected of them and where we treat one another with equal respect. This policy provides a framework by which the members of our school can live and work together in a supportive way. The school and nursery aim to work alongside parents to promote a happy, orderly and secure environment where children can learn and develop as caring, responsible citizens. Positive behaviour encourages British Values in our school and nursery.

Our aims for behaviour are that children will:

- Respect the rights, opinions and property of others.
- Take responsibility for their actions and behaviour
- Achieve their full potential personally, socially, emotionally and academically
- Be confident in themselves and have high self-esteem

Expectations

At Tibberton Community Primary School and Early Years we expect to see:

- children caring for both resources and property;
- children helping and caring for each other;
- children avoiding confrontational situations, where both verbal and physical abuse may result;
- children displaying good manners and politeness to all adults throughout the school day;
- children to recognise the authority of all staff and other adults in the school;
- a sense of order and quietness at appropriate times;
- controlled movement around the school;
- children playing harmoniously;
- adults providing a role model for behaviour for our children;
- all adults in the school community promoting and implementing our behaviour policy.

Approach

All staff (teaching, non-teaching, lunchtime supervisors, and from outside bodies such as providing sport coaching) are involved in the application of our behaviour policy. We apply fair and consistent approaches to all aspects of behaviour.

Our School Rules

Our School Rules have been drawn up in consultation with all staff members. School rules are displayed prominently in all classrooms throughout the school. Children are regularly reminded of school rules. Nursery children have simpler rules outlined later on.

Our School Rules:

- Be the best we can be**
- Be kind and caring**
- Be respectful of people and property**
- Be safe and sensible**
- Be truthful and honest**
- Be polite and always show good manners**

Relentless routines

We encourage all our school community to follow our 'relentless routines' of **calm corridors**, **wonderful walking**, **legendary line-ups**, **marvellous manners** and **delightful dinnertimes**.

Encouraging Good Behaviour

All staff at Tibberton Community Primary School and Early Years...

- ✓ Are calm, fair and consistent
- ✓ Remind all learners to follow the school rules.
- ✓ Give first attention to best conduct.
- ✓ Model positive behaviours and relationships.
- ✓ Listen carefully.

All pupils at Tibberton Community Primary School and Early Years...

- ✓ Always be ready to learn.
- ✓ Are respectful to themselves, those around them and the school.
- ✓ Are taught and encouraged to make safe choices.
- ✓ Are praised for their effort and hard work.
- ✓ Are polite and courteous to others.

Our Relentless Routines:

- ✓ Calm Corridors
- ✓ Wonderful Walking
- ✓ Legendary Line-ups
- ✓ Marvellous Manners
- ✓ Delightful Dinnertimes

Pupils are celebrated through:

- ✓ Praise
- ✓ Stars of the Week
- ✓ Head Teacher's Award
- ✓ Tapestry
- ✓ Communication with Parents
- ✓ SCARF Certificates

Roles and Responsibilities

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every member of staff to:

- ✓ Are calm, fair and consistent
- ✓ Remind all learners to follow the school rules.
- ✓ Give first attention to best conduct.
- ✓ Model positive behaviours and relationships.
- ✓ Listen carefully.

Senior Management Team (SMT)

SMT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

Parents are expected to:

- ✓ Support their child in following the school rules.
- ✓ Inform the school in any changes in circumstances that may affect their child's behaviour.
- ✓ Discuss any behavioural concerns with the class teacher, promptly.

Recognition and awards for effort

Our staff understand that at Tibberton Community School and Early Years, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

- ✓ Praise
- ✓ Encouragement
- ✓ Making the right choices
- ✓ Stars of the Week
- ✓ Head Teacher's Award
- ✓ Tapestry
- ✓ Communication with Parents
- ✓ SCARF Certificates

Restorative Practice

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative conversations should take place when trust is broken, behaviour has gone wrong, manners have disappeared, when someone has been hurt and/ or something has been said that should not have been. Tibberton Community Primary School and Early Years uses Restorative Practice (RP) to promote good behaviour and resolve challenging behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be used. Issues are addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Restorative Practices in schools is about:

- ✓ building safer schools
- ✓ changing behaviour not punishing
- ✓ adults modelling restorative approaches
- ✓ finding ways to repair harm
- ✓ resetting boundaries
- ✓ supporting staff, children and families to use RP to build community

Restorative Questions

- ✓ What happened?
- ✓ What were you feeling at the time?
- ✓ How do you feel about it now?
- ✓ Who has been affected by what you did?
- ✓ How has this affected you?
- ✓ What have we learnt from this incident? ✓ How can we support you in the future?

Dealing with Inappropriate Behaviour

Engagement with learning is always our primary aim at Tibberton. For the vast majority of our learners, a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. Before this happens, steps should always be gone through

with care and consideration, taking individual needs into account where necessary. It is not possible to leap or accelerate steps for repeated low level disruption. During these steps, it is important to praise the behaviour that you want to see.



Reminder	A reminder, redirecting the child to the agreed boundaries for the lesson and the school rules. Ask the child to recall them if time allows. Praise will be given if the child is able to model good behaviour as a result of the reminder.
A warning	A clear warning, outlining the behaviour that is causing concern. Back this up with a positive and/or some positive attention. This should be delivered privately if possible. Clearly outline the consequences if the poor behaviour continues.
Time Out	If the pupil does not modify their behaviour, removal from the class for the rest of the lesson may be necessary (This should be no more than 15 minutes), to allow time to calm down, reset, or view the situation from a different perspective. This is followed up by a structured restorative conversation (see restorative questions) in which a fair consequence is agreed. (Teacher's choice – imposition/ natural consequence/remove of privilege...) The child will then be asked to return to their classroom where they will continue to learn.
5 mins loss of playtime/lunchtime Recorded on CPOMS	If the behaviour of the child still does not improve, they will lose 5 mins of their playtime or lunchtime depending what time of the day it is. They will spend this time sitting outside the Headteacher's office where they will be supervised. The incident will be recorded on CPOMS under a 'behaviour' incident.
Visit Headteacher/Parents Informed	If the pupil still does not modify their behaviour within the day, the child will be sent to the Head teacher's office and the child's parents will be notified by a telephone call.

Damage to Property

If a pupil is found to have damaged property, restorative practice should be used to decide on logical and proportionate consequences. Serious incidents should be recorded on CPOMS and parents should be informed.

Non-compliance

It is expected that pupils will complete tasks requested by an adult that are reasonable and within the pupil's ability to complete. There is a range of factors that could affect this including regulation, relationships, positive or negative feelings, and previous experiences. It is important to have the expectation of compliance with adult direction, however we need to be mindful at all times that an adult's request is reasonable, purposeful and within the scope of the individual pupil's ability.

Non-Compliance should be dealt with by:

- Staff should explore the feelings underlying the refusal to complete the task.
- Speaking to the individual and reminding them of school expectations.
- Staff should explain why it is important for the task to be completed and the reasons behind the activity.
- Staff should explore why the pupil is not willing to complete the task presented. Staff should work with the pupil to find alternative ways to support them to complete the task comfortably.

e.g. is it too hard? Do they want to complete it alone? Think about the environment - is it too loud for them? etc.

- If a pupil remains non-compliant, give the pupil another option of an activity they can comply with. Some pupils may need a sensory activity to regulate before they are able to complete the initial task presented to them.
- The task should be completed by the pupil during the day or as soon as possible thereafter, once they have been supported to re- regulate.

If disruptive behaviour occurs a protective consequence will need to be put in place to prevent harm to others. Wherever possible, this should be agreed in conjunction with the class teacher. This will normally mean leaving the classroom for a short period of time (with or without an adult as appropriate to the individual pupil).

The staff member should support the pupil to regulate their behaviour outside the classroom by giving them different options to calm e.g. go for a walk, take a movement break, sit alone for a while.

There is usually a reason for non-compliance and staff must work with the individual to understand the reason behind this behaviour.

E-safety

The e-safety of children (and members of staff) is paramount in all situations. If a child's actions endangers the safety of others, the class teacher will stop the activity and the child will not take part in the rest of that session.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be administered. A medical form should be completed, clearly stating the time/dosage required. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the designated adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

If any child is found to be suffering from the effects of alcohol or other substances, parents and appropriate authorities will be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Advice '*Use of Reasonable Force – Advice for Headteachers, staff and governing bodies (July 2013)* (See Appendix 1.) Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The headteacher holds training in positive handling and will ensure any staff that need this training are also provided with it.

Fixed-term and permanent exclusions

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can be used to support the pupils to show prosocial behaviour. If these approaches towards

behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected'

The school follows the DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2023) – Appendix 2

Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. The school informs the parents how to appeal against the decision.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy. The head teacher will also consider the pastoral needs of staff accused of misconduct.

Recording, Support and Monitoring CPOMS

When pupils demonstrate serious antisocial behaviours, this will be recorded onto CPOMS. The senior management team, including the SENDCo, receive alerts for all entries on CPOMS and will monitor individual pupils to ensure their needs are met. They will also use CPOMS to look for any evidence of recurring incidents that may indicate bullying.

The head teacher monitors behaviour on a regular basis by conversations with staff and monitoring CPOMS. They regularly report to the governing body on any emerging issues and, if necessary, making recommendations for further improvements.

Bullying

It is a basic entitlement of all children in school to receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective. The school has an anti-bullying policy – please see the website for more information and to read the policy.

Racist incidents

In the unlikely event that a child, parent, member of staff or visitor should report a racist incident the following procedures will be applied:

1. The incident will be recorded on CPOMS immediately
2. If a child is the victim contact will be made with parents within 24 hours, an apology will be made either verbally or in writing (as appropriate)
3. If the victim is an adult, a copy of the incident report will be sent to them with a letter of apology from the school

4. In all cases a copy of the letters will be sent to the Chair of Governors and a Racist Incident Report Form will be completed and sent to Shire Hall.

With regard to whole school/nursery events and activities that take place outside the premises but within the school day; should a situation occur where a pupil displays signs of losing necessary control therefore potentially causing harm to themselves and / or those around them, the school/nursery may require parents to be present at the activity in the interests of safety.

Our school/nursery refers to Guidance on Violence and Sexual Harassment between Children in Schools and Colleges (DfE 00155-2018) and considers how to assess risk, what to consider and processes to be followed, including referrals to Children's Social Care and the Police. Refer to our Safeguarding policy for more information on child to child abuse.

Achieving Positive Behaviour at Tibberton Early Years (Focusing on Children Aged Two to Four Years)

Policy Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development. Positive behaviour encourages British Values at our nursery.

Procedures

Natalie Wallace is our named person with overall responsibility for issues concerning behaviour. Responsibilities include:

- keeping her/himself up-to-date with legislation, research and thinking on promoting positive behaviour; ▪ providing additional support when required and accessing relevant sources of expertise; ▪ ensuring staff have relevant in-service training on promoting positive behaviour consistently.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Our behaviour policy is part of our induction pack for new staff and regular volunteers to ensure the guidelines are applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies consistently across the nursery sessions for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example,

acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We try to avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- Staff may need to hold a child- only to prevent physical injury to children or adults and/or serious damage to property.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Children under three years

- When children under three, behave in inconsiderate way, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and 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 could include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We encourage children to build a strong relationship with their key person and other staff in the setting to provide security to the child.

Rough and tumble play and role-play

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

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 cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to calm down, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions influence others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen repeatedly before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, 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 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 – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - 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.
- Where this does not work, we use the Special Educational Needs and Disability Code of Practice to support the child and family, making the appropriate use of Behaviour Support Resources where necessary. Natalie Wallace and Alison Philcox (SENCo) are available to advise staff.

Bullying

We take bullying very seriously. Bullying involves the **persistent** physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Our anti-bullying policy is set out in a separate document.

Negotiation Process

We use a process to help children become independent in solving social problems.

- ☺ Intervene and make sure children are safe physically
- ☺ Ensure children have your attention
- ☺ Ask each child involved in turn what happened ☺ Ask each child to suggest a resolution.
- ☺ If no resolution is forthcoming help children come to a solution. ☺ Monitor outcome and praise positively.

Nursery rules are created and reviewed with the children on a regular basis and communicated to parents.

For example:

At nursery...

We are kind to each other.

We look after our toys and books.

We tidy our toys away.

We share toys and spaces.

Behaviour that causes concern

- Non-accidental damage to others.
- Non-accidental damage to property.
- Biting
- Hitting
- Kicking
- Bad language
- bullying
- Consistent refusal to join in with some simple activities.
- Vandalism.

Behaviour that needs reporting to parents at the end of the session:

- Biting (both biter and child bitten).
- Consistent or continual hitting/kicking .
- Deliberate damage to property or children.

- Bad language (Swear words).

APPENDIX:

- 1) [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- 2) [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)