



Tickford Park Primary School

Relationships and Behaviour Policy

Date: *July 2023*

Person Responsible for Policy: *Headteacher*

Date of Approval: *July 2023*

Approved By: *Full Governing Body*

Date of next review: *July 2025*

1. Governor Statement of Principles

Tickford Park Primary School is committed to creating a community where every member of the school feels respected, valued and secure. This is core to the principles underlying our behaviour policy and underpins the ethos of our school.

We aspire to be sensitive to the needs of every child, striving to reinforce positive behaviour and encouraging our pupils to maximise their potential. Every child has a right to learn, but not to disrupt the learning of others.

We aim to equip our children with the necessary skills to respond positively to any challenges they may face as they progress through their academic life and to have the confidence to take responsibility for their choices and behaviour. Our school provides a positive and supportive environment where children are treated as individuals.

Through their work and attitudes, pupils are expected to:

- show that they value the school and its purpose
- take responsibility for their actions
- respect, and be inclusive, to those who learn and study here
- contribute to the learning of themselves and others, and
- challenge and report inappropriate behaviour.

We aim to equip pupils with the skills they need to build and nurture positive relationships. At the heart of this is good communication, mutual respect and the ability to deal with difficult issues.

The values we promote create a positive and effective learning environment allowing the whole school community to work collaboratively towards a common goal. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

2. Aims

The aims of this Behaviour and Relationships Policy are:

- To help children to become positive, responsible and increasingly independent members of the school and the wider community.
- To promote self-esteem through success, self-discipline and positive relationships.
- To maintain a consistent environment that encourages and reinforces positive behaviour.
- To help pupils become increasingly aware of the needs of others.
- To promote respectful, thoughtful and courteous behaviour amongst all members of our school community.
- To ensure that the school's expectations and strategies are widely known.

3. School Values

At Tickford Park, we expect and enable our children to adopt our school values of:

- Kindness
- Honesty
- Respect
- Resilience
- Teamwork

We will teach the children to understand, appreciate and demonstrate these values through assemblies, PSHE sessions and our use of rewards and sanctions. All staff will model these values and they will underpin the ongoing work of the school.

4. Rewards

Children at Tickford Park Primary School should be routinely rewarded for exhibiting the school's values. Wherever possible, rewards should be attributed to specific values (for example, a Dojo Point for kindness). Praise and rewards should be used to encourage positive behaviour and effort as well as good learning.

This will:

- Raise self-esteem.
- Exemplify desired behaviours.
- Teach children the practical meaning of our values.
- Enable children to take pride in their achievements.
- Enable children to recognise the success of others.

Staff should regularly reward children with:

- Clear and focused praise, which can be verbal or written
- Dojo Points
- Stickers

4.1 Dojo Points

Dojo Points should be given out daily. Cumulative totals will be monitored and certificates will be awarded for reaching milestones: 250, 500, 750 and 1000 Dojo Points. It is expected that a small number of exemplary pupils across the school will reach 1000 Dojo Points by the end of the year.

4.2 Excellence

When children produce outstanding work, demonstrate particularly excellent attitudes or effort or make significant achievements in their classes, teachers are encouraged to refer

the pupil to senior leaders for extra praise. Where appropriate Class Dojo or, in some cases, the school newsletter can also be used to celebrate such accomplishments.

4.3 Headteacher Awards

Every week, each class teacher should nominate one pupil who has stood out within the class. They should submit their nomination to the office, by email. These pupils will receive a Headteacher award the following week in our Celebration Assembly.

4.4 Other initiatives

Senior Leaders will establish and utilise various other initiatives as deemed appropriate to tackle undesirable behaviour or promote positive values across the school. These may be used at a whole school, key stage, year group or individual class level and may be utilised as a short-term measure or longer-term initiative as necessary.

5. Sanctions

Staff at Tickford should consistently follow the agreed sanctions for managing behaviour, which are outlined in the grid below.

1.	Reminder
2.	Warning
3.	Time Out – up to 5 minutes, with a timer
4.	Negative Dojo Point

Wherever possible, the school values should be referred to when giving out sanctions. For example, if a child is not listening to the teacher, they may be given a Reminder for *Respect*.

In between sanctions, children should always be given sufficient opportunities and support to modify their behaviour. Steps should not be skipped. It is important to remember that the first three sanctions are not punishments, but rather strategies designed to help pupils modify their behaviour. There should be a reset after lunch, to give the children the opportunity to be successful during the afternoon.

In some extreme circumstances, these steps may not be appropriate and help should be sought from Senior leaders or Phase leaders.

5.1 Time Out

When a child reaches *Time Out* (Step 3), an appropriate and safe place should be provided where they can reflect on their behaviour. The child must always have a timer as a visual support. After the time has been completed, they should return to their learning and be given every opportunity to succeed in the lesson.

5.2 Referral to Senior leaders and Phase leaders

Children's committing the following misdemeanours will be referred to a Senior leader or Phase leader:

- Hurting another child, including spitting
- Swearing
- Damage to school property or grounds
- Staying out of the classroom or leaving the classroom without permission
- Threatening violence towards staff or pupils

5.3 Restorative Practices

Where behaviour falls short of our expectations, pupils should always be given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Such restorative practices should focus on the need to take responsibility for finding a constructive way forward for all concerned.

5.4 Further Actions

In some cases, it will be necessary for senior leaders to take further action in response to children's behaviour. This is likely to be when:

- A child seriously hurts another child or an adult in the school.
- A child is causing serious disruption to the learning within a class.
- A child is involved in bullying behaviour, including racism or other discrimination.
- A child engages in sexual misconduct
- A child brings a weapon, drugs or other items to school that represent a significant safeguarding concern
- A child's behaviour is causing serious concern about their safety or wellbeing, or that of others.
- A child's behaviour is showing no sign of improvement, or is deteriorating.

These actions may include:

- Use of report cards
- Lunchtime or break-time exclusions
- Referral to the Inclusion Team, which may lead to relevant support plans
- Internal suspension / external exclusion

In these situations, parents will always be contacted to discuss the school's concerns and explain the course of action, including subsequent consequences should the behaviour not improve.

Members of staff who are struggling to manage the behaviour of individuals, or groups of children, should be quick to discuss their concerns with their Phase leader or Senior leaders who will then be able to provide appropriate support or guidance.

5.5 Report Cards

Report Cards will be used where the school's sanctions do not lead to improvement in a pupil's behaviour, a pupil's behaviour is deteriorating or there are multiple incidents of negative behaviour involving the same child in a short space of time.

The purpose of the report card will be to monitor the child's behaviour more closely and the report card will be checked daily by a member of the Senior Leadership Team. Report cards will be tailored to meet the specific needs of the pupil with targets pertaining to the desired behavioural improvements.

5.6 Internal Suspension

Internal suspension will be used when a pupil's behaviour indicates that they are not able to safely remain in the classroom with their peers.

During the period of internal suspension, pupils will complete their school learning in an appropriate, supervised environment, away from their class. Internal suspensions will always be supervised by a member of staff and overseen by a member of the Senior Leadership Team.

5.7 Suspensions and External Exclusions

Suspensions and External Exclusions will be used as a last resort when other strategies have been exhausted, or are not a sufficient consequence for significant behavioural incidents.

For further details, please refer to the school's separate policy for suspensions and external exclusions.

6. Staff and Environmental Effects

6.1 Classroom Management

Staff at Tickford Park are encouraged to continuously reflect upon the effects that their actions and the strategies that they use have upon pupil behaviour. Classroom management and teaching methods have a significant impact on pupil behaviour. The

classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued.

As such, we have the following expectations for our learning environments:

- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Displays should be used either to support learning or celebrate excellent learning.
- The classroom should provide a welcoming environment for all learners.
- Teaching methods must encourage enthusiasm, motivation, engagement and promote active participation for all.
- Learning styles must be considered and the lessons must aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

6.2 Relationships

The single most important factor in promoting good behaviour is the relationship that exists between the member of staff and each individual child. Every child should feel liked and valued by the staff at our school. Being told off quietly by someone they really like is far more effective than if the child feels nothing for the adult admonishing them.

Behavioural incidents must always be handled sensitively and dealt with in a way appropriate to the situation. Staff are encouraged to seek out support from senior colleagues if they feel that they need help in dealing with behaviour concerns.

7. Roles and Responsibilities

7.1 Role of Staff

All staff in school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the children.

All staff should seek to:

- Promote, through example, honesty and courtesy.
- Provide a positive caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability, faith, physical appearance, culture.
- Show appreciation of the efforts and contribution of all.
- Reflect and consider what we could do differently to manage behaviour more effectively.

All staff are responsible for dealing with incidents in and around school, adhering to the behaviour policy and ensuring that it is consistently applied.

7.2 Role of the Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- Support staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.
- Implementing this policy consistently throughout the school, and reporting to governors, when requested on its effectiveness.
- Ensure the health, safety and welfare of all children in the school.
- Maintain records of all reported serious incidents of misbehaviour.
- Issue internal fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may apply external fixed term and/or permanent exclusions of a child; both these actions are only taken after the school governors have been notified.

7.3 Role of Parents

The school works collaboratively with parents so that pupils receive consistent messages about how we expect them to behave at home and at school. We explain our expectations in the school prospectus and the home school agreement which is signed, both by parents and pupils.

We expect parents to:

- Be aware that we have school rules and to support them.
- Co-operate with the school.
- Support their child's learning and behaviour choices.
- Support school decisions when consequences are applied.
- Use discretion when discussing issues or concerns in front of their child as these may have a negative effect on their outlook.

If a child behaves inappropriately or dangerously on a school visit their parent may be contacted to collect them – this includes residential visits.

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Headteacher, and if still unresolved, the Local Governing Body (please refer to the school's Complaints policy). If these discussions cannot resolve a problem, a formal grievance or appeal process can be implemented, following Local Authority guidance.

7.4 Role of Governors

The governing board has the responsibility of agreeing this policy and of reviewing its effectiveness. The governors support the head teacher in implementing this policy. The headteacher has the day-to-day authority to implement the school behaviour policy but governors may become involved during particular disciplinary issues.

The governors will follow the normal procedure in cases of complaint.

8 Vulnerable groups

Taking account of SEND and the circumstances of other vulnerable pupils:

- The school will make reasonable adjustments in the application of this behaviour policy for pupils whose behavioural related learning difficulties call for it to be made.
- The school will be alert to the impact of the policy on vulnerable pupils and adjustments will be made appropriately under the guidance of the SENCO.
- The school will identify at-risk pupils and plan proactively how to apply the policy.
- The school will ensure that all adults who come in contact with pupils for whom adjustments have been made, know what has been agreed.
- The school will ensure that each vulnerable pupil has a key person in school who knows them well, has good links with home, and can act as a reference point for staff when they are unsure how to apply the policy.

9 Positive Physical Restraint

Physical restraint should, wherever possible be used as a last resort after all attempts have been made to de-escalate the situation. Legal provisions on school discipline also provide members of staff with the authority to use reasonable, proportionate and necessary force to prevent pupils committing an offence, injuring themselves and others or damaging property.

Physical restraining training will be provided regularly for identified staff and wherever possible, staff trained in positive handling will be called upon where the use of restraint is required. Senior Leaders will keep a record of staff training and all incidents of physical restraint will be logged and reported to parents.

10 Monitoring

The head teacher will monitor the effectiveness of this policy on a regular basis and report to the governing board, making recommendations for further improvements as required.

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

The governing board will review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.