



TUPTON PRIMARY
& NURSERY ACADEMY™

Behaviour Policy

Approving Body	Headteacher
Date Approved	September 2021
Version	1.2
Supersedes Version	1.1
Review Date	Summer 2022
Further Information/Guidance	<ul style="list-style-type: none">• Child Protection and Safeguarding Policy• Keeping Children Safe in Education (2020)• Children Missing Education (2016)• Working together to safeguard children (2018)• Pupil Code of Conduct• Complaints Procedures Policy• Special Educational Needs and Disabilities (SEND) Policy• Anti-Bullying Policy

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills, understanding and engagement with school.

Aims

At Tupton Primary & Nursesey Academy, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Behaviour Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Policy being applied in a consistent and attuned way. It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Rationale

At Tupton Primary & Nursesey Academy we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and

behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils. Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding. We ensure that we teach children how to behave, developing an understanding of the importance of routines and boundaries and how these help school to be a safe and happy place to learn.

The Role of Parents and Families at Tupton Primary & Nursey Academy

Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Tupton Primary & Nursey Academy Golden Rules

We have three Golden Rules which are used from Nursery to Y6.

- We are kind, respectful and think of others
- We keep everyone safe
- We try our best and work hard.

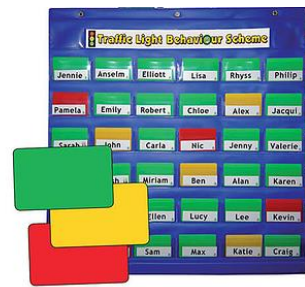
The Golden Rules are displayed in every classroom and are referred to regularly.

When addressing poor behaviour, staff will make explicit reference to the rule that is not being followed and discuss with the pupil why and what can be done to rectify the situation.

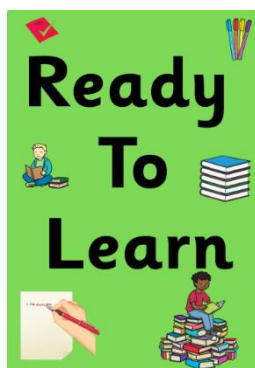
Every classroom will have a behaviour chart displayed in the classroom.



EYFS & Y1 use the
Good to be Green chart.



Y2 and Y3 use the
Traffic Light chart



Y4, Y5 and Y6 use the Ready to Learn chart.

The charts have been adapted to suit the age of the children but they all work in the same way:

Rewards

For excellent behaviour and great learning, children can be moved to Great Job! or Outstanding! Those classes using the Good to be Green or Traffic Light charts will do this by putting the relevant card in front of the child's name. The classes using the Ready to Learn chart will move the child's name to the relevant section. Rewards will then be given accordingly.

Sanctions

Blue

If a child is not following the Golden Rules they will need a reminder about the expectations of behaviour. Their name will be moved to the blue 'Think About It' section of the chart (Y4-6) or have a blue card placed in front of their name (EYFS – Y3).

At an appropriate time, the class teacher may have a restorative conversation with the child to discuss their behaviour and allow them to reflect on how to make changes.

Children can choose to go and work at the class Reflection Station, if they feel this will help them follow the rules.

Once the child is following the rules, their name will be moved back to Ready to Learn or the blue card removed from in front of their name.

For more serious incidents this step may be skipped.

Yellow

If a child does not make changes to their behaviour or the incident is more serious. Their name will be moved to the yellow 'Consequence' section of the chart (Y4-6) or have a yellow card placed in front of their name (EYFS – Y3).

The class teacher or HLTA will then decide on an appropriate consequence for their behaviour. This could be:

- Finishing work in their own time
- Missing some break or lunch time
- Working at the class reflection station
- Working at a reflection station in another class

There will also be a restorative conversation with the child and class teacher.

For very serious incidents this step may be skipped.

Red

For the most serious of incidents or persistent breaking of the Golden Rules, the child's name will be moved to the red 'Senior Leader' section of the chart (Y4-6) or have a red card placed in front of their name (EYFS –Y3).

Moving to red means the child will be sent to a member of the senior leadership team (SLT), who will decide on the most suitable action to take. This could include:

- Working in another classroom
- Internal exclusion and working outside the headteacher's office
- Senior Leader Report
- Headteacher Report
- Fixed Term Exclusion

Whenever a child moves to Red, the SLT member who deals with it will contact parents directly.

There will be a restorative conversation with the SLT member, class teacher, the child and when appropriate, parents.

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too.

Steps of Emotion Coaching

Emotion Coaching	Reflection Station	Restorative Conversation
1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve	1. Physical, grounding and calming (upregulation) 2. Developing emotional awareness 3. Developing reflection skills	1. What happened? 2. Who was affected? 3. What were you feeling? (You may need to Emotion Coach.) What were others involved feeling? 4. How can we make things right?

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Recognising Positive Behaviour and Attitudes

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour.

These include:

- a. Verbal praise and personal feedback on behaviour and engagement
- b. Dojo Points – Children can earn Dojo points for improvement and challenging themselves, demonstrating the school's values and for good team work.
- c. Sharing work with other teachers, the senior leaders and the headteacher and the whole school community through Dojo

d. Star of the Week assembly certificates- Every week a child from each class is nominated to receive an achievement award. Parents are invited to this assembly

e. Postcard home

f. Headteacher's Medal – children who demonstrate outstanding behaviour and learning can earn a medal. The medal also allows them some extra rewards such as being first into lunch and sitting on a chair in assembly.

Support for Behaviour

Where an individual needs persistent adult support to regulate behaviour, they will be placed on a Senior Leader Report Card which is carefully monitored and used to the review of a week's worth of behaviour. Parents will be informed. Following the review, the child has reflected and is able to come off the report card and therefore would not be escalated to a Headteacher's Report Card.

Monitoring and Reporting Behaviour Patterns

Every adult is able to report behaviour using our online monitoring system. This system is monitored by the senior leaders. Behaviour is on the agenda of every staff, key stage and senior leadership team meetings. Patterns, trends, actions and impact are reported to the Governing Board termly. No individual pupils are identified.

Support for adults to ensure consistency

All new staff attend induction training during which includes the ethos of our school and this policy is outlined and explained along with Emotion Coaching. All staff have received training which is reviewed regularly. Supply or short term staff are inducted into school systems on arrival through the class supply information sheet. Staff get feedback on learning and other forms of pupil encouragement and engagement and motivation in lesson observations and sharing best practice with colleagues.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising.

Additional Needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. We abide by the DfE guidance on this and report any exclusions routinely to Derbyshire LA following local and national guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Risk Assessment

At times at Tupton Primary & Nursery Academy it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child.

We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- And by personalising curriculum and other learning programmes

