



# Tadpole Farm

## CE Primary Academy

### Behaviour TFCEPA Policy VN1

**This Policy is a 4 level policy**

**DBAT policy where EITHER scope for academy specific elements OR separate academy policy/procedures required**

**This policy is to be reviewed:**

**Annually / every two years / every three years / other**

**Drafted by:** Senior Leadership Team

By signing on physical paper copy, signatories give consent to digital signatures being added to digital documents.

<b>Date approved / adopted by AC</b>	20/9/21	
<b>Signed By:</b>	 Ewan Young <b>Co- Chairs of Local Board</b>	John Spencer <b>School Principal</b>
<b>Review date</b>	September 2021	
<b>Date amended</b> <b>Page(s) amended</b>	September 2021 - updated policy	
<b>Review date</b>	September 2023	
<b>Date amended</b> <b>Page(s) amended</b>	8/9/23 & 14/11/23 See below	

## Diocese of Bristol Academies Trust (DBAT)

### Tadpole Farm CE Primary Academy

## BEHAVIOUR POLICY

### Introduction

Tadpole Farm 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. It is the right of all pupils to develop as individuals. They should respect and value themselves, each other, all staff and visitors and the wider community. A fair and consistent policy will provide a disciplined, safe and secure environment to allow them to develop self-esteem and self discipline. As a Church School, we try to live out our Christian beliefs in all that we do. We strive to continually demonstrate love, forgiveness and understanding, so guiding every child to behave in a way which contributes to a positive academy ethos.

At Tadpole Farm, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

### Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To ensure that all staff accept collective responsibility for good discipline.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, consistently and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for
- To work in partnership with parents

Our behaviour policy is based on the **five pillars of Pivotal Practice**

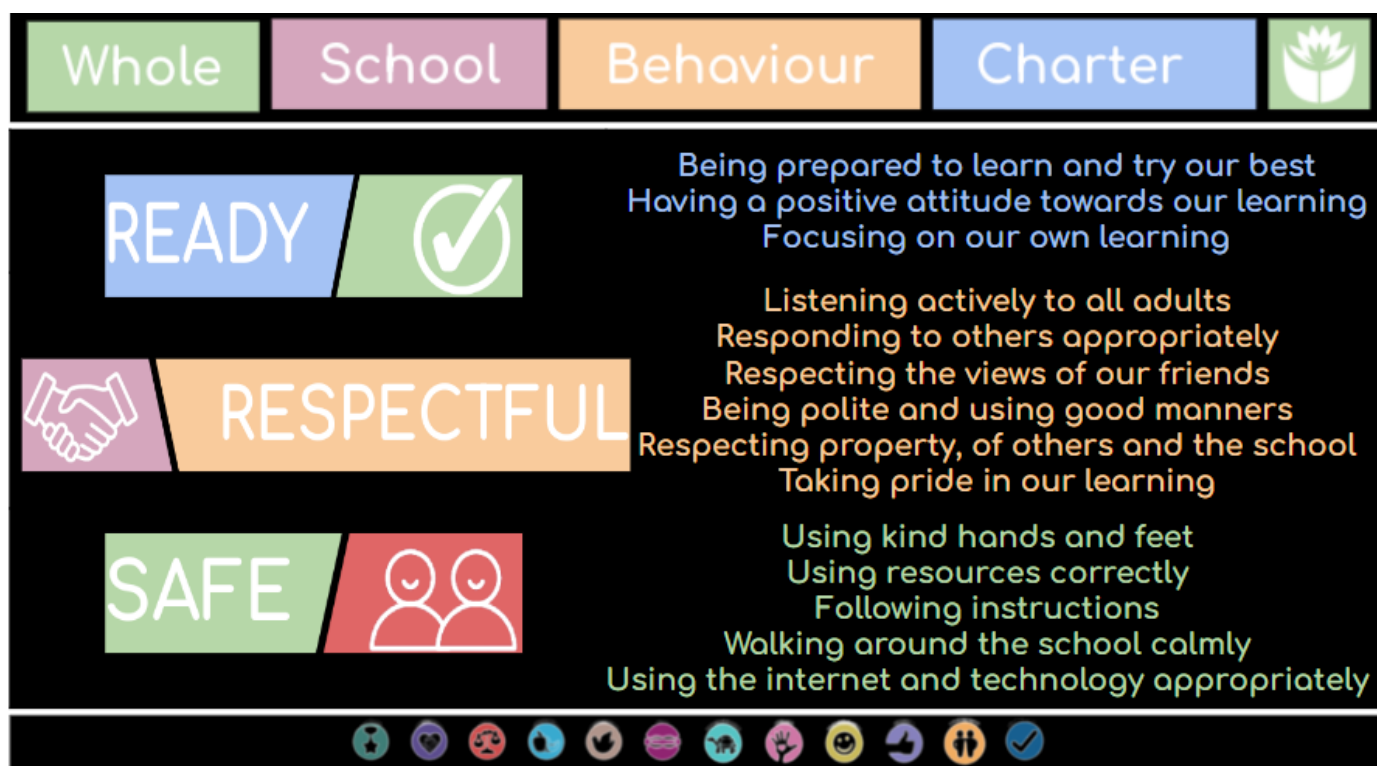


**By:  
Following our Golden Rules**



**At Tadpole Farm CEPA our Golden Rules: READY, RESPECTFUL, SAFE are embedded, followed and referred to when having conversations about behaviour.**

**The behaviours we want to see are considered in our whole school charter which is displayed in classrooms, shared in worship and electronically with our parents.**



**Expectations of all adults:**

1. Meet and Greet children as they come into school
2. Model positive behaviours and live by the 12 Christian values that help build relationships with one another and the learners in the school
3. Consequences will be reasonable, relevant and relatable
4. Plan lessons that engage, challenge and meet the needs of learning
5. Use visible recognition in every lesson
6. Be calm when talking to a child
7. Follow up conversations and engage in reflective dialogue with the children
8. Never walk past or ignore learners who need support with their behaviour

**Senior leaders will:**

Senior leaders will not be expected to deal with behaviour in isolation but will stand alongside colleagues to support, guide and model in order to show unified consistency across the school.

They will

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around school and on the playground
3. Support staff in managing the behaviour children with more complex needs
4. Share good practice
5. Support staff in creating personalised behaviour plans and leading formal meetings
6. Celebrate staff and learners that go above and beyond.
7. Regularly review provision for learners whose needs fall beyond the range of classroom management

## **Tadpole Farm CE Primary Academy Golden Rules and Values**

At our school we recognise the importance of clear expectations for the children to follow. Our Golden Rules: Ready, Respectful, Safe provides a simple outline of our expectations. The school's golden rules are underpinned by 12 Christian values which are based on stories in the bible that help us to live and learn together better at school and understand our rights and responsibilities



### **1.Calm, consistent Adult Behaviour**

At Tadpole Farm, we believe that calm and consistent adult behaviour is the foundation for all good behaviour management and that consistency lies with the behaviour of adults and not simply in the application of procedure

We remain calm and consistent by using scripts and relentless routines to deal with challenging behaviour (see Appendix 1: Behaviour blueprint)

- Restorative process (Appendix 2)
- 30 second script/Restorative conversation (Appendix 3)
- Consequence ladder (Appendix 4)

### **2.Relentless routines**

We believe that routines are the cogs at the centre of classroom practise.

- All adults will greet children by saying hello in the morning either in class or on the school gate
- All adults will countdown from 5 to get the children's attention
- All adults and children will walk quietly through the school and in register order
- All children and adults will use the hand signals for ready, respectful and safe

### **3.First attention to best conduct**

At Tadpole Farm, we aim to catch children doing the right thing in order to prevent/ or deal with the children not doing the right thing.

We do this by using the following:

- Class recognition board
- Individual recognition boards for in class and on the playground
- Certificates for children that follow the school's values
- Class marbles
- Phone calls/postcards home
- Dojo points (trailing in KS1- Sept 23)

### **4. Restorative and inclusive approaches**

We have the following in place to support the children

- Restorative justice process

- Safe spaces around school
- A dedicated pastoral support and continuum of SEMH support
- ELSA support
- Family links
- Play therapist
- Trailblazers

### **Children with Social, Emotional and Mental health**

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH. We understand that some children will require further support with their social and emotional needs. Staff working alongside the SENDco/pastoral team to ensure that children are supported in a way that matches with their age and needs whilst establishing and maintaining the highest expectations for all children. Individual behaviour plans and positive handling plans will be created to meet the needs of the child and when it is appropriate to do so. (See physical restraints policy)

### **Child on child Abuse and Bullying**

Child on child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- Anti-Bullying week
- During internet safety week, we cover online bullying.
- A series of lessons taught within our PSHE

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child on child abuse including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we may seek advice from the Trust, Swindon MASH and other external agencies.

At Tadpole Farm, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All child on child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS

and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021) To promote awareness of bullying. Tadpole Farm takes part in the national Anti-Bullying week and have a program of PHSE lessons to follow up after the Anti-Bullying week. During internet safety week, we cover online bullying. Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child on child sexual abuse and harassment are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we may seek advice from the Trust, Swindon MASH and other external agencies.

At Tadpole Farm Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All Child on child, bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are add school specific information e.g. added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

## **Exclusions**

### **Fixed Term Suspensions** (External)

We believe that, in general, fixed term suspensions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm. an external suspension could be used to reset the class and the child. A plan for reintegration should be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a fixed-term suspension, it is expected that they will be welcomed and treated without any animosity when they return. All fixed term suspensions are recorded on SIMS and reported to the Academy Council three times a year.

### **Permanent Exclusion**

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust does not believe that permanent exclusions are affective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work
- Gain expert advice
- An assessment special educational needs and disabilities should take place.
- Alternative provision should be considered and used

- A negotiated transfer to another school

**Appendix 1 – Tadpole Farm CE Academy (Behaviour Blueprint)**

## Behaviour Blueprint

Tadpole Farm 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.

<p><b>Rules:</b></p> <p>Ready, Respectful, Safe.</p>	<p><b>Over and Above:</b></p> <p>Praise, Recognition, Parent update.</p>	<p><b>Consistencies:</b></p> <p>Meet and greet, First attention to great conduct, Calm and caring.</p>
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**Restorative Process**

Reinforce Routines  
Class Contract  
Clear Expectations

Unwanted Behaviour

Casual Reminder -  
Ready, Respectful, Safe.  
"I have noticed that..."  
Use non-verbal cues, eye contact, proximity

Unwanted Behaviour Continues

Firm Reminder 2 -  
Ready, Respectful, Safe.  
"I have noticed that..."  
30 second script  
Walk away

Persistent Unwanted Behaviour

Time to Think -  
Move to table, corner, partner class or  
buddy class  
Repair - restorative conversation

Continued Unwanted behaviour

More than 5 occurrences a week  
CT to speak with Parents/Carers.  
CT to create safety support plan if  
required and monitored by SLT.

**30 second Script**

I have noticed ...  
Are you Ready/ Respectful/  
Safe?  
Do you remember when...  
I would like to see this  
today.Thank you.  
Walk away

**Repair:**

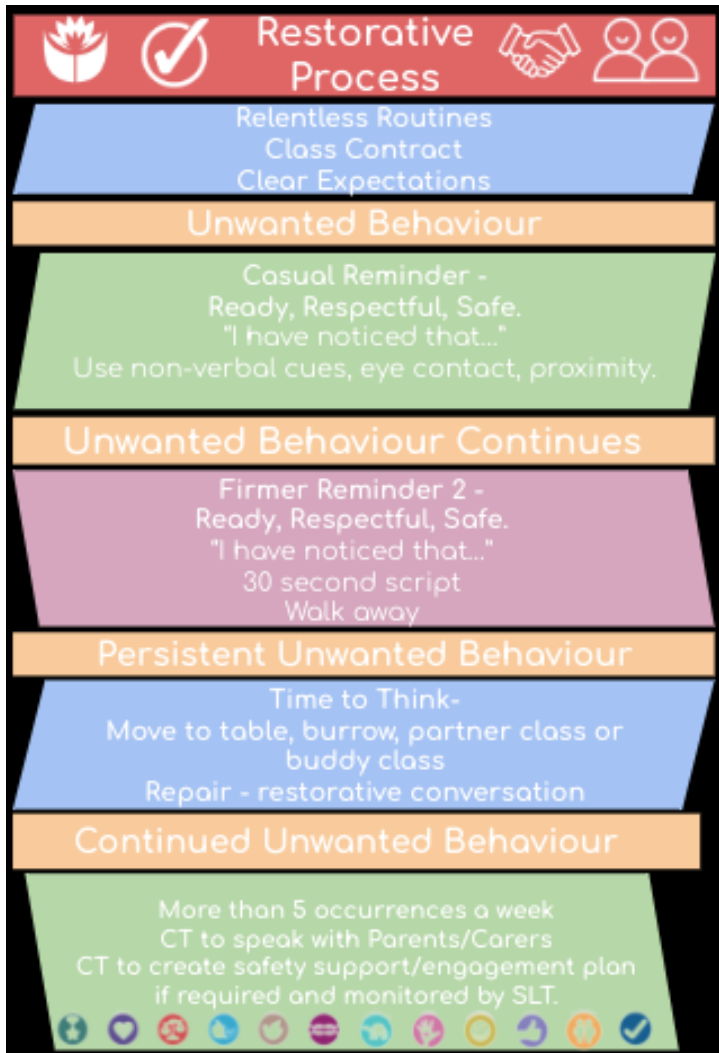
What happened?  
What happened before?  
How were you feeling?  
Who's been upset by this?  
What needs to happen to put  
things right?  
Next time?  
How do you feel now?

**Consequence Ladder**

First use Restorative Process  
If more than 5 times a week:  
Communication with Parents  
Formal meeting (SLT support)  
Behaviour or Safety Plan  
Fixed Term Exclusion  
(Internal/External)

Love. Enquire. Achieve. Partnership

**Appendix 2 - Restorative process**



### Appendix 3 - 30 second script/restorative conversation

We expect staff to use some or all of our scripts

#### 30 second Script:

I have noticed ...  
Are you Ready/ Respectful/  
Safe?  
Do you remember when...  
I would like to see this  
today.Thank you.  
Walk away

#### Repair:

What happened?  
What happened before?  
How were you feeling?  
Who's been upset by this?  
What needs to happen to put  
things right?  
Next time?  
How do you feel now?

### Appendix 4 - Consequence ladder



<b>Consequence ladder</b>	
Step 1: Restorative process	When dealing with behaviour, we use the restorative process cycle (Appendix A). We try to keep children at steps 1 and 2 where possible.
Step 2: Communication with parents	If a child has 5 incidents in a week requiring space to think and reflection, the class teacher must inform parents in person or by phone call home. These incidents must be logged on CPOMS.
Step 3: Formal meeting with support from SLT	If there is no improvement in the behaviour then a meeting with parents/carers, class teacher and a senior leader will be arranged. A clear safety support/engagement plan, including rewards and consequences will be put in place and reviewed at the end of 2 weeks.
Step 4: Fixed Term Exclusion (External)	<p>A serious breach of the school's behaviour policy may lead to a fixed term suspension (see exclusions policy)</p> <p>In rare circumstances, where the child has a safety support plan, it may be decided that an internal suspension is a more appropriate consequence. These are at discretion of the headteacher, senior leadership team and parents.</p>

This policy has been approved by the staff and governors of the academy and will be used in conjunction with other academy policies. It will be reviewed as required.