



Tadpole Farm

CE Primary Academy

Behaviour TFCEPA Policy VN1

This Policy is a 4 level policy

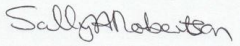
DBAT policy where EITHER scope for academy specific elements OR separate academy policy/procedures required

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.

Date approved / adopted by AC	20/9/21	
Signed By:	 Ewan Young Co- Chairs of Local Board	John Spencer School Principal
Review date	September 2021	
Date amended Page(s) amended	September 2021 - updated policy	
Review date	September 2023	
Date amended Page(s) amended	8/9/23 & 14/11/23 See below	
Date amended Page(s) amended	4/9/24 See updates 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.

Whole	School	Behaviour	Charter	
READY 		Being prepared to learn and try our best Having a positive attitude towards our learning Focusing on our own learning		
	RESPECTFUL		Listening actively to all adults Responding to others appropriately Respecting the views of our friends Being polite and using good manners Respecting property, of others and the school Taking pride in our learning	
SAFE 		Using kind hands and feet Using resources correctly Following instructions Walking around the school calmly Using the internet and technology appropriately		
				

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. The adults emotional response can have the biggest impact on the child's behaviour.

We remain and calm consistent by using scripts and relentless routines to deal with challenging behaviour

- Our calm needs to meet the child's chaos 'When out calm meets our chaos, co-regulation occurs
- Be curious not furious
- Proactive not reactive
- Pick up your own tab - you are responsible for dealing with the behaviour that you see & following up the restorative conversation
- Relationships with children are KEY



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 (Appendix 5)
- Certificates for children that follow the school's values/LEAP
- Spotlight awards
- Phone calls/postcards home/dojo message
- Dojo points - precise positive praise for the individual (Appendix 5)

4 Scripting difficult conversations

Scripting of difficult conversations is a tool to ensure that you plan behaviour interventions and rehearse what you are going to say to learners. We start every behaviour intervention with 'I've noticed' to address the behaviour and ensure that it is not personal. Adults use this script following to prevent unwanted behaviours in the classroom following a verbal or non-verbal warning.

I have noticed....

Are you being Ready, Respectful safe...

By....

Do you remember when?.....

That is the behaviour I need to see.

Thank-you for listening.

Walk away

5. Restorative conversation

'Restorative follow-up' is a pivotal technique to help build and restore relationships **after a sanction**. **This may be time to reflect or an appropriate sanction.** It aims to encourage pupils to take responsibility for their actions, and repair any harm that they have caused. It is the adults responsibility to follow through with the restorative conversation as they are the adult that dealt with the poor behaviour choices. The adult can choose an appropriate time to have this conversation to ensure that they respond appropriately.

What happened?

What happened before?

How were you feeling?

Who's been upset by this?

What needs to happen to put things right?

How do you feel now?

Stepped Sanctions

<u>Stepped Sanctions</u>
1. Reminder of Rule- Show me/Are we Ready, Respectful and safe?
2. Caution/warning - verbal or non-verbal reminders eg. glance, standing close, positively praising someone doing the right thing.
3. Last Chance- 30 Second Script, and a a short discussion at the start of break/lunch to remind them of behaviour expectations.
4. Time to think and/or appropriate sanction eg space in classroom, buddy class, wall on playground, partner class
5. Restorative conversation- 5 minutes with key adult If there are more than 1 incident of needing a full restorative conversation in a day = teachers need to let parents know.

Red Card Behaviours

There are some behaviours will not be tolerated and children will be given an appropriate Sanction and parents will be communicated with when these incidents occur.

Red Card Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)

- Persistent taunting, teasing and bullying behaviour
- Swearing/racism/homophobic language

Any of these behaviours will result in an instant move to 'Time to think' as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher and where appropriate conjunction with SLT.

Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be a member of SLT)

All red card incidents should be recorded on CPOMS

Considerations for children with SEN will be taken into consideration. A clear safety support plan outlining what to do when these behaviours will occur will be written following a conversation with the Sendco and DH.

KS2- Work not completed

Any work which is not completed due to poor behaviour choices, will be completed in a reasonable portion of the child's break or lunch. Or it might be appropriate to send the work home

Sanctions/consequences

Teachers will establish a culture of certainty and ensure there are predictable consequences for poor behaviour. At Tadpole farm, we have a firm belief It's not the severity of the consequence that will change the behaviour but the predictability that their will be a sanction/consequence.

When implementing a sanction, this will be decided in conjunction with the child where appropriate and the sanction will be Reasonable, relatable and respectful

Poor behaviour choices must be dealt with in private - we do not publicly shame when dealing with behaviour -

Praise in PUBLIC / Reprimand in Private

It is the **teachers' responsibility** to communicate with parents if there have been repeated low level incidents/ or any incident that is more serious and the parent needs to be made aware that day eg. red card behaviours/and or more than 1 full restorative conversation in a day.

Graduated response -

For those children, where Pivotal is not having a positive impact on the child's behaviour, staff will follow a clear graduated response of when to meet with parents and if appropriate, create an Engagement Plan with parents. This should be for a minority of cases. The child will be involved as part of the Engagement Plan and it will clearly outline targets for the child to work on and what is in place to support the child above classroom expectations. If behaviour persists, the SLT will consider appropriate next steps and consider external agencies to support the child and their behaviour.

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 safety support 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. **This will be clearly communicated with the parents/carers of any child involved. A clear graduated response of appropriate action will be documented on CPOMS and this will demonstrate what the next steps will be if this behaviour continues.**

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.

Suspensions/Exclusions

Internal suspension

There are times that the Headteacher, Deputy headteacher and/or SENDCo may feel that an internal suspension would be appropriate for the child when there have been repeated incidents of behaviour incidents/a breach of the school's behaviour policy. During this time, a meeting will take place with the parents to decide what else can be put in place to further support the child e.g. a clear/specific behaviour plan.

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

<u>Stepped Sanctions</u>
1. Reminder of Rule- Show me/Are we Ready, Respectful and safe?
2. Caution/warning - verbal or non-verbal reminders eg. glance, standing close, positively praising someone doing the right thing.
3. Last Chance- 30 Second Script, and a a short discussion at the start of break/lunch to remind them of behaviour expectations.
4. Time to think and/or appropriate sanction eg space in classroom, buddy class, wall on playground, partner class

*Red card behaviours - straight to this step and parents informed.

5. Restorative conversation-5 minutes with key adult

If there are more than 1 incident of needing a full restorative conversation in a day = teachers need to let parents know.

Appendix 2 - Restorative process



Appendix 3 - 30 second script/restorative conversation

We expect staff to use some or all of our scripts

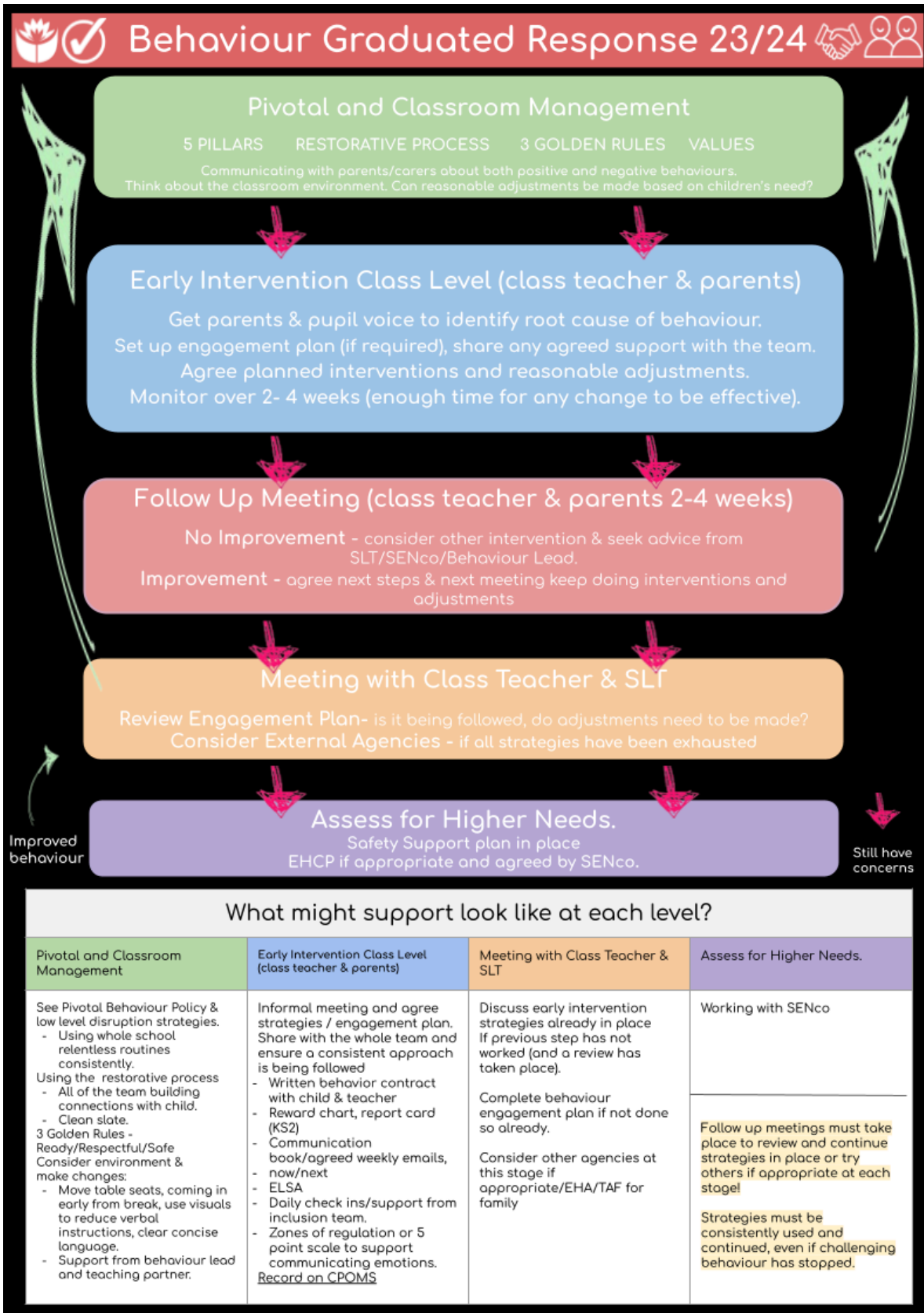
30 second Script:

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 - Graduated response



Appendix 5 - Dojo boards/recognition boards

Dojo and Recognition boards - for individual and precise positive praise



ClassDojo

Use DOJO for precise praise - Dojo points will be given for 3 things being READY, RESPECTFUL and SAFE. Achievement and effort.

- All parents need to use it- it is the class teachers responsibility to make sure that every parent is connected
- Teachers will not respond outside of their working hours Monday - Friday 8-4:30.
- Teachers will have a DOJOer of the day to be recorded on recognition board
- An easy way to send POSITIVE messages home about children's behaviour
- Teachers will refresh their DOJO points every week

Recognition board - for whole class rewards (see information from Paul Dix below)

- Used for whole class rewards and have a clear focus.
- Working towards a reward: decide whether they are earning a reward at the end of the lesson or day or week depending on the context and make this clear to the children.
- End of term rewards can be used or built towards if appropriate

Appendix 6 - Zones of regulation

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Worried, Shaky	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Stupid Taking Messing Out of Control Mean, Mean, and Cruel

-Used to help children know how they are feeling, that it is normal and how to regulate

