

Behaviour Policy 2025

Tower View Primary School aspires to encourage and develop a true team ethos where everyone feels valued and proud to be a part of the school family. We wish to build positive relationships that enable children to be successful during their Tower View journey. In order to do this we focus on three simple rules: Ready, Respectful and Safe.

For children, this means:

Ready	Respectful	Safe
<ul style="list-style-type: none"> • Have a good sleep and a good breakfast • Come with a positive mindset • Be on time and come every day • Wear school uniform <ul style="list-style-type: none"> ◦ Label jumpers • Be prepared for the day <ul style="list-style-type: none"> ◦ Water bottle ◦ Reading diary ◦ PE /Forest school kit 	<ul style="list-style-type: none"> • Smile and say hello to other children and adults • Do your very best each day • Show good manners by <ul style="list-style-type: none"> ◦ Saying please and thank you ◦ Hold doors open for others • Good sitting, listening, looking • Look after and tidy up resources throughout the school • Solve problems calmly, with adults help if needed 	<ul style="list-style-type: none"> • Know which adults can help you solve problems • Manage risks • Be in the right place at the right time <ul style="list-style-type: none"> ◦ In class, on the playground, during fire drills ◦ use the toilet at breaks • Use learning and play equipment carefully • Walk inside the school building • Get help if someone else is being unsafe • Follow online safety advice • Healthy SNACKS/lunch (be aware of allergies) • Put phones in the office on arrival

Children have a responsibility to follow the school rules of being Ready, Respectful and Safe as well as demonstrate our TVPS values of being a part of the Team, Valued, Proud of ourselves and each other to be Successful. The language of our rules and values is displayed and used in all classrooms, around school and in conversation with children at every opportunity to teach children how to be a part of our Tower View team. This policy outlines the ways that positive behaviour is recognised and also the consequences that will be put into place for inappropriate behaviour.

The purpose of our Behaviour Policy is:

- to demonstrate and articulate our aim to promote positive behaviour and outline ways in which we intend to do this;
- to encourage children to value and respect everyone and to treat them with courtesy and consideration;
- to involve parents in an effective partnership with the school and their children's education;
- to help ensure that behaviour problems do not arise in the first place or are minimised;
- to endeavour to create a positive learning environment, with mutual respect for learning with all members, in which each child is able to achieve the highest possible standards in work and behaviour;

- to provide procedures and guidelines for fair and consistent responses to children's behaviour for all staff, parents and governors and anyone working within our school;

The behaviour at Tower View is good and almost all of the children behave well almost all of the time. This policy will outline the ways in which good behaviour is recognised and also the consequences that can be put in to place for poor behaviour. Praise should be given publicly and reminders/consequences should be given privately (where possible) to maintain and retain self esteem.

We believe that personal and social education is vital to the development of the whole child. We believe that children are individuals with individual needs and attempt to meet their needs as effectively as possible. We understand that each child has individual needs and there are times when some children may need some extra support.

We aim to encourage:

- mutual respect
- self discipline
- self esteem & identity
- the ability to evaluate and reflect upon the opinions of others

We aim to make children and families aware of the high expectations Tower View has for each child.

We aim to create the conditions for a community in which effective learning can take place and there is mutual respect for all members and our environment.

Children's efforts to behave well will be acknowledged and supported.

Positive Behaviour Strategies

The following are strategies used by staff at Tower View Primary School to manage behaviour in a positive, pro-active way.

- display expectations of being 'Ready, Respectful and Safe' around school all adults in school act as positive role models for all children
- be positive
- always listen to children, valuing their perspective
- highlight any unwanted behaviour (not the child) and always praise a child for making positive choices
- be consistent in our expectations and use direct teaching about courteous behaviour
- always remind the child of expectations (in private where possible) before consequences occur (cause and effect)
- Empower children to take responsibility for their actions by giving appropriate, reasoned choices
- talk through conflicts using a restorative approach (Helping Hand)

Individual Rewards

We aim to ensure that all children receive positive rewards.

Staff use a range of strategies to reward positive behaviour, these include:

- Specific verbal praise (or stickers)
- Positive Dojo's (these will be linked to rewards in Friday Assembly and reset each term)
 - 50 = certificate in assembly
 - 75 = dojo badge
 - 100 = extra play on Friday
 - 150 = prize from bookshelf
 - 200 = non uniform day at end of term
 - 250 = movie afternoon at end of term
- Attendance Prize (97% and above attendance each week)
- Star of the Week Certificates – awarded in Friday's achievement assembly
- Invitation to the Tower View Tea Party for children who consistently uphold the values
- Lunchtime – Welly Award

Whole Class Rewards

The purpose of whole class rewards is to engage the children as a class community, displaying collective responsibility. Whole Class rewards are given in the form of 'a pom-pom in a jar.' A class can gain these as a whole group for: lining up well around school and in the playground; entering assembly well/sitting well; everyone being ready, respectful or safe; tidying up successfully in class or around school; 100% attendance; 100% in school uniform or working well as a team.

The filling of the pom-pom jar will be rewarded by an activity/treat, chosen by the children, in consultation with the teacher, at the beginning of the term and displayed as a reminder (E.g. a disco, extra play, a cinema afternoon, a teddy bear's picnic etc...). The children will vote on these choices, democratically, at the start of the year and after the jar is filled/emptied.

All members of staff are responsible for ensuring children adhere to these expectations. A maximum of 2 pom-poms can be given by any member of staff to a particular class. The jar is full when it contains 50 pom-poms. Pom-poms should not be removed once earned.

Team Points

Children will have the opportunity to contribute to whole school Team Points during whole school events such as Sports Day. These will be totalled throughout the year...and something done with this...TBC

Positive behaviour strategies in the classroom

In the classroom, adults follow the steps of encourage, remind, choice and consequence.

1 – Encourage – children are encouraged through positive engagement of others e.g. "Well done Jim, you're doing XYZ"

2 – Remind – individuals are reminded using the language of ready/respectful/safe to make better choices (delivered privately whenever possible).

3 – Choice – Children are offered a clear choice to support them to become ready/respectful/safe e.g. “You’re struggling to be ready to listen there, would you like to sit here or here?”

4 – Consequence - these could be:

- Natural consequences e.g. Cleaning up the mess, repairing the display, reorganising the classroom, time out in another classroom, making up with peers are examples of natural consequences.

- Restorative conversation of ‘The Reflective 5’:

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future? -

Making up missed learning time.

Where behaviour is intentionally showing disregard for the school rules of being **Ready, Respectful and Safe** and not demonstrating our **TVPS values** of being a part of the **Team, Valued, Proud** of ourselves and each other to be **Successful**, consequences should be proportionate and clear, as laid out below.

Behaviour Logs + ABC Forms

Low level disruption is recorded using neutral and red dojo’s on Class Dojo by teachers or TA’s.

Persistent misbehaviour or a more serious incident, requiring the support of our family support worker or SLT, is recorded by these members of staff on Arbor. The purpose of this is to track behaviour, spot patters and trends and be able to report on behaviour to parents, governors, school improvement partners and external agencies.

Where there is an ongoing concern about behaviour, ABC Forms should be used. There is one form/child. This records the date of any incident, time, **antecedents**, what happened **before**, the behaviour itself, and any **consequences**. It should also include how was the behaviour addressed or responded to.

Persistent misbehaviour must be shared with parents and carers at the earliest opportunity and on an ongoing basis.

Behaviour Flowchart

Behaviour procedures		This applies everywhere in school – the same approach needs to be applied consistently
Responsibility of all staff	Step 1	<p>Verbal reminder given in a positive manner</p> <ul style="list-style-type: none"> – name the behaviour, give an instruction and offer a choice/give an I message <p>Circle time, check in/outs. Praise behaviour and children that have improved their behaviour.</p>
	Step 2	<p>Neutral dojo given</p> <p>Restorative Chat with Year Group Staff</p> <p>Aim: To take responsibility, acknowledge what happened and choose their next steps and for the adult to better understand what is going on for that child and support child to have their needs met.</p>
	Step 3	<p>Persistent misbehaviour</p> <ul style="list-style-type: none"> • At this stage the child may need a time out of the classroom/group. At the teacher's discretion, this will be a short period of time to allow everyone to reset or may need to be until the next 'break'. The child should fill out a reflection sheet if this is the case. • Welcome the child back on their return
	Step 4	<p>Negative dojo relating to Ready, Respectful, Safe given (parents informed)</p> <p>Restorative Chat with Class Staff: Sanction to be agreed e.g. time out in partner class / Verbal agreement to be made. Opportunity to 'put it right' offered.</p> <p>*When a child has 3 or more red dojos – class teacher will speak with child and parent</p>
Supported by SLT / EXT	Step 4	<p>Persistent misbehaviour or a more serious incident will result in a child being moved directly to step 4. Alternatively, reaching step 4 means a child has worked their way through stages 1,2 and 3.</p> <ul style="list-style-type: none"> • The child will meet with a member of SLT to discuss what has happened. <ul style="list-style-type: none"> o A restorative meeting will be held to ensure everyone is heard and relationships are repaired. The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated. <i>(If a child needs to come in from the playground, they are to be escorted to the Rainbow Room)</i> o At this point a consequence may be agreed, but more importantly, actions discussed and agreed to enable the child to take positive next steps. This is then fed back to the class teacher. • Parents / carers informed, Behaviour Report discussed if necessary • Welcome the child back on their return
SLT	Step 5	<p>Continued misbehaviour or serious misbehaviour</p> <p>Behaviour Plan put in place</p> <p>Internal exclusion in first instance. Subsequent 'serious' incidents will result in external exclusion</p> <p>Parents / carers to be called in to school</p> <p>Agreement to be made with parents /carers</p>

SLT	Step 6	<p>Restorative Reintegration</p> <p>After a period of absence from class/school, the pupil is supported back into their class community. Additionally, they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through worries they might have about returning to class and strategies to help make the transition better for them.</p>
<p>Importantly, those who have been hurt are spoken to and asked for their input ideas on what successful reintegration might look like. Everyone involved is respected.</p>		

Types of behaviour that will be addressed by all adults in school as per steps 1-4 above:

- Not following an adult's instructions
- Disregarding the school rules of Ready, Respectful, Safe
- Disruption in lessons
- Any form of hurt or harm to others, including rough play and play fighting
- Deliberately excluding others
- Throwing things in class
- Talking – 'off task'
- Scribbling on books/furniture

Behaviour incidents to be escalated to the DHT:

- Repeated poor behaviour
- Deliberately disobeying an adult
- Defiance
- Fighting, violence or aggressive/threatening behaviour
- Using inappropriate language
- Not upholding the equality act (racist, homophobic, transphobic, sexist, disablist behaviour)
- Bullying – including cyber bullying
- Absconding from lessons
- Stealing
- Repeated breaches of the school rule

Behaviour incidents resulting in internal fixed suspension:

- Violence towards others – hitting, kicking, biting etc
- Wilful insolence (such as failure to obey instructions which then threatens the safety of themselves or others.)

Behaviour incidents resulting in external fixed suspension:

- Wilful violence towards a member of staff or child
- Repeating behaviour which previously resulted in an internal exclusion

Fixed Suspension

Behaviours such as these may result in a suspension, depending on the context. In these cases, parents or carers would be contacted formally using Staffordshire's standard suspension letter. If parents or carers cannot be reached on the day of the incident, then the suspension will be arranged for the following day. Parents and carers must follow the guidance for the suspension, ensuring their child is not present in a public place during school hours during this suspension unless there is reasonable justification for this. For some pupils it may be decided to carry out an internal exclusion on the school premises with supervision. Teachers will provide the work for the child.

Permanent Exclusion

Permanent exclusion is very rare and is for extreme violence and persistently anti-social behaviour which puts children and/or staff at risk and which significantly undermines the education of others. The clerk to governors receives a copy of the exclusion letter, an exclusion panel meeting will be called to ratify the decision and an official exclusion form is sent to the LA. The governors will be informed annually of the number and types of suspensions/ exclusions. The exclusion procedures followed are in line with the Government recommendations. For further details, please see the Exclusion Policy.

Curriculum and Environment

A relevant and appropriate curriculum is an essential factor in promoting good behaviour. Our RSHE programme is designed to contribute to the development of positive relationships.

Communication from Home to School:

Positive behaviour strategies only successful when home and school proactively work together to support the child with their behaviour needs. Therefore, we value your support and communication to develop a positive, open and honest relationship to support the best outcomes for everyone.

Positive Behaviour Plans

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

If a child's behaviour is persistently a cause for concern then a meeting will be arranged between the parents, class teacher and a member of senior staff. At this meeting, parents will be given the chance to put forward their viewpoints including information about home behaviour; the school will present a view of school based behaviour. The meeting will be used to explore strategies for positively improving behaviour which may be recorded on an Individual Behaviour Plan. Further meetings will be arranged to assess the progress and impact of the plan.

It may be deemed necessary in some instances to look for support from the Behaviour Support Service, this may include time at alternative provision. This would always be discussed and agreed with parents prior to any referral being made.

Bullying

mean vs bullying

We recognise bullying as being persistent and repeated incidents where one person targets another. Bullying can take many forms including verbal abuse, cyber bullying, exclusion from a group, threatening behaviour and physical violence.

At Tower View no form of bullying is ever to be tolerated. We aim to make ourselves and children more aware of bullying by addressing the issue regularly in assemblies and through the curriculum. Children are encouraged to confide in any member of staff. Children who are bullying others also need support to modify their behaviour.

Racism

At Tower View our wish is to develop in every individual a sense of self-worth and respect for others. There is no place for discrimination in our school.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin, colour, religious beliefs, language/dialect, cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. All possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

Information to Parents

For this policy to be fully effective, everyone who has care of our children has a responsibility to uphold good behaviour or carry out and support any solutions given. Effective home/school liaison is vital. We expect to be given the full support of parents in dealing with their child's behaviour. We encourage parents to keep us informed of difficulties or issues they may be experiencing at home which may affect their children.

The school will endeavour to achieve good home/school liaison by promoting a welcoming environment within the school; giving parents and carers regular constructive and positive comment on their child's work and behaviour and by involving parents at an early stage in any problems regarding learning or behaviour.

If you do feel you need to contact school regarding any worries or concerns about your child/children please contact the **Class Teacher**, in person, via year group emails, or through a message to the school office.

Should you require further assistance, please contact the **Deputy Headteacher**.

If the matter is still not resolved, then the **Headteacher** will be consulted.

Approved by:


Date:


Last reviewed on:


Next review due by:


Reflection Sheet


Name:	Class:	Staff Member:	Date:
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 What happened?

 What were you thinking/feeling?
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 Who has been harmed by what happened?

 What needs to happen to put things right?
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Agreed next steps		
		
Signed: Staff Member	Child	Class Teacher

Behaviour Report

Name:	Date:
Class:	Points Goal:

Targets:

	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon lesson	Total Points
DAY of the week <small>(add rows as needed)</small>							

Total points available each session:

- 5=outstanding
- 4=good effort
- 3=satisfactory
- 2=needs to improve
- 1=unacceptable

Comments and Signature:

Child:	Teacher:
SLT Comments:	