Behaviour Policy

Prepared By	I.Dowse
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Summary of Changes (March 2025)

- Revised in line with new Restrictive Interventions and Use of Reasonable Force Policy
- **Section 10 The Use of Positive Handling/Physical Restraint**: bullet points changed to align with section 7.1 of Restrictive Interventions and Use of Reasonable Force Policy
- **Section 10:** Wording changed at the end of the section to refer to section 11 of the Restrictive Interventions and Use of Reasonable Force Policy (Record Keeping and Reporting)
- **Section 13 Links with Other Policies:** Restrictive Interventions and Use of Reasonable Force Policy added

Summary of Changes (September 2026)

- Revised to correct job title from Head of School to Co-Headteachers
- Revised to reflect distributed leadership and use of mobile phones guidance
- **Section 2 Legislation:** new guidance on mobile phones in school added
- **Section 3.1 The Role of Children**: bullet point added about switching off phones when on school site and handing them to the teacher
- **Section 3.2/3.3/3.4/3.5/3.7**: bullet point added about not using phones for personal use/not using phones in front of children
- **Section 3.8**: Bullet point added about parents monitoring their child's mobile phone use
- **Section 3.6**: New subheading added: Role of Middle Leaders (Phase Leaders)
- **Section 5.2 Consequences**, Step 4 De-escalation: added Phase Leaders
- **Section 8 Reasonable Adjustments**: Added Phase Leaders to paragraph 2
- **Section 9 Recording and Monitoring**: Added the final paragraph: Phase Leaders will monitor behaviour withing their phase, identifying patterns, trends and areas for development.
- **Section 11Searching/Confiscation**: Paragraph added about the banning of smart glasses on the school site
- **Section 13** Added a paragraph about children treating staff with respect

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Hampshire - Isle of Wight - Southampton - Portsmouth
Multi Academy Trust

HISP Multi Academy Trust
Tanners Brook Primary School
Behaviour Policy

'Striving for our personal best to make our community proud' is our school vision and we are proud to equip our children and staff with the skills, qualities, and values they need to make this happen:

For children to strive for their Personal Best, it is essential that we all work towards our school values which are:

Tanners **B**rook **P**rimary **S**chool:

Think – be a thoughtful member of the Tanners Brook community.

Believe – believe in yourself; be confident and feel proud.

Persevere – show resilience in everything you do.

Succeed – challenge yourself and exceed your goals.

Our school rules support children in being able to uphold our vision and values.

1. Aims Of Tanners Brook Primary School Behaviour Policy

- To provide a positive atmosphere which is safe, calm and caring, allowing effective learning to take place.
- To have a learning environment where individual and group success is emphasised, encouraged and rewarded, with kind, caring and co-operative behaviour recognised and celebrated.
- To ensure consistency, fairness and clear expectations.
- To enable children to uphold the Tanners Brook values whilst at school or on the school site.
- To ensure rewards cover academic as well as non-academic achievements.
- To ensure that roles and responsibilities are clear for all members of the Tanners Brook community.
- To ensure the inclusion of all children and where appropriate make reasonable adjustments.
- To use a Graduated Approach to support children with social, emotional and/or mental health difficulties (SEMH)

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Mobile phones in schools - GOV.UK
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

In order to achieve our aims everyone in the Tanners Brook community needs to work together.

3.1 The Role of Children

Children are expected to:

- Strive for their personal best by demonstrating the school values.
- Support other children to strive for their personal best.
- Understand and follow the Golden Rules (appendix 1).
- Understand and accept the consequences for not following the Golden Rules (appendix 2).
- Show respect to adults and to each other.
- Move quietly around the school and in silence to and from assembly.
- Always wear the correct uniform and with pride.
- Arrive in class on time and well prepared.
- Switch off phones when on school site and hand them to the teacher.

3.2 The Role of Teachers (and student teachers under the guidance of the class teacher)

Teachers are expected to:

- Arrive in class on time and well prepared.
- Collect children punctually from the playground.
- Model positive behaviour in all areas of the school.
- Avoid using phones for personal use/not use phones in front of children.
- Always use a polite and calm tone of voice.
- Use "we" when talking about expectations "at Tanners Brook we do not throw pencils."
- Use "if" and "then" statements to clarify actions and consequences e.g.: "at Tanners Brook, if you choose to throw a pencil, then you will then miss your play."
- Ensure classes/groups of children are escorted as they move around the school. (In silence to and from assembly and quietly at all other times).
- Know the children as individuals, ensuring all children are noticed and receive positive attention in class (e.g., through the use of the rainbows or behaviour charts).

- Teach children the rules, routines and high expectations expected at the start of each academic year and at regular intervals throughout the year.
- Plan activities appropriate to the ability, maturity and needs of the children using the Tanners Brook values to support children in their learning - including children with SEND and behaviour plans.
- Communicate with parents about their child's behaviour when appropriate (positive and negative).
- Use praise to reinforce expectations.
- Focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- Avoid the use of confrontational language.
- Enforce the rules consistently giving rewards and consequences according to the behaviour systems.
- Record personal best points on Arbor and celebrate exceptional work/effort by sending individuals to the Co-Headteacher/Deputy.
- Record consequences on behaviour slips and action accordingly.
- Organise the classroom in a way that encourages successful learning.
- Challenge incorrect/inappropriate uniform.
- Liaise with Teaching Assistants/support staff and external agencies where appropriate to support a child's behaviour.
- Complete Personal Best nomination slips if appropriate.
- Use the Graduated approach (appendix 9) for SEMH to identify the needs of individual children in order to target them for further additional support.
- Complete At Risk forms (appendix 10)

3.3 The Role of Teaching Assistants and Support Staff

Teaching Assistants and support staff are expected to:

- Arrive in class/school on time and well prepared.
- Model positive behaviour in all areas of the school.
- Avoid using phones for personal use/not use phones in front of children.
- Always use a polite calm tone of voice.
- Use praise to reinforce expectations.
- Focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- Avoid the use of confrontational language.
- Use "we" when talking about expectations "at Tanners Brook we do not throw pencils."
- Use "if" and "then" statements to clarify actions and consequences e.g.: "at Tanners Brook, if you choose to throw a pencil, then you will then miss your play."
- Use the Tanners Brook values to support the children in their learning and behaviour.
- Enforce the rules consistently giving rewards and consequences according to the behaviour systems.
- Support children with SEND and Behaviour Plans, using given strategies.
- Inform the class teacher about specific incidents or trends in behaviour.
- Complete behaviour slips and action as appropriate.

- Complete Personal Best nomination slips if appropriate.
- Challenge incorrect/inappropriate uniform.

3.4 The Role of Midday Supervisors/Adults on Duty at Lunchtime

Midday supervisors/adults on duty are expected to:

- Be aware of the rules and routines of our behaviour system.
- Model positive behaviour in all areas of the school.
- Avoid using phones for personal use/not use phones in front of children.
- Always use a polite and calm tone of voice.
- Use praise to reinforce expectations.
- Avoid the use of confrontational language.
- Use “we” when talking about expectations “at Tanners Brook we do not throw pencils.”
- Use “if” and “then” statements to clarify actions and consequences e.g.: “at Tanners Brook, if you choose to throw a pencil, then you will then miss your play.”
- Enforce the rules consistently giving rewards and consequences according to the behaviour systems.
- Follow the lunchtime behaviour routines.
- Complete Personal Best nomination slips if appropriate.

3.5 The role of Volunteers

Volunteers are expected to:

- Model positive behaviour in all areas of the school.
- Always use a polite calm tone of voice.
- Avoid using phones for personal use/not use phones in front of children.
- Use “we” when talking about expectations “at Tanners Brook we do not throw pencils.”
- Use “if” and “then” statements to clarify actions and consequences e.g.: “at Tanners Brook, if you choose to throw a pencil, then you will then miss your play.”
- Use the Tanners Brook values to support the children in their learning and behaviour.
- Enforce the rules consistently giving rewards and consequences according to the behaviour systems.
- Inform the class teacher about specific incidents or trends in behaviour.
- Complete behaviour slips and action as appropriate.
- Complete Personal Best nomination slips if appropriate.

3.6 The Role of Middle Leaders (Phase Leaders)

Middle leaders are expected to:

- Model positive behaviour in all areas of the school and consistently uphold the expectations of the behaviour policy.
- Avoid using phones for personal use/not use phones in front of children.

- Ensure that behaviour expectations are embedded within the phase, including half termly behaviour resets.
- Monitor behaviour withing their phase, identifying patterns, trends and areas for development, including using the SEMH panel where appropriate.
- Support staff to consistently apply the behaviour policy, including rewards and consequences.
- Provide guidance and coaching to staff to ensure high expectations are maintained for all learners.
- Ensure the planning and provision within their phase meet the needs of all pupils.
- Liaise with senior leaders regarding behaviour concerns, trends, or children requiring additional support.
- Celebrate positive behaviour and personal achievements within their phase.
- Support with Step 4 De-escalation when necessary.

3.7 The Role of Senior Leaders

Senior leaders are expected to:

- Model positive behaviour in all areas of the school.
- Avoid using phones for personal use/not use phones in front of children.
- Whilst on duty in the mornings, welcome families giving them an opportunity to discuss any concerns.
- Use praise to reinforce expectations.
- Avoid the use of confrontational language.
- Once a term, ensure the VIP pupil voice focus is behaviour.
- Provide training for all staff to be able to use the behaviour policy effectively.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently and effectively.
- Implement steps four and five on the consequence chart as appropriate.
- Analyse the data to enable SLT to support staff to be proactive in dealing with negative behaviours.
- Celebrate excellence by awarding a Headteacher personal best point and record it on Arbor.
- Complete Personal Best nomination slips if appropriate.
- Ensure expectations for uniform are shared and challenge incorrect/inappropriate uniform.
- Respond to At Risk forms for children with SEMH needs ensuring that appropriate support is provided.

3.8 The Role of Parents/Carers

Parents/carers are expected to:

- Inform the school of any concerns that might affect the behaviour of their child, including any medical or social circumstances.
- Provide their child with the opportunity to discuss their day so that any concerns or worries are recognised at an early stage.
- Monitor the use of your child's phone to check that they are not accessing sites that they are not legally allowed to and ensure that only appropriate messages are sent

by your child to other pupils. If your child receives inappropriate messages inform the school and seek support from the Police
- Discuss any behavioural concerns with the class teacher promptly.
- Support and co-operate with the school, respecting the staff and valuing their professional opinions in implementing the behaviour policy.
- Promote positive attitudes towards our school in their home and in the community.
- Provide a good example of behaviour for their children.
- Provide their child with the correct Tanners Brook uniform.

3.9 The role of the Academy Committee

The academy committee is expected to:

- Be involved in the development and evaluation of the policy.
- The academy committee support the C0-Headteachers in carrying out these guidelines.
- Monitor and evaluate the effectiveness of the policy.

4. Golden Rules

The behaviour system is based on five Golden Rules which provide the children with a clear and consistent structure for their behaviour. Children will therefore know how they are expected to behave. By following these rules, they will demonstrate the school's vision and values.

Our 5 Golden Rules are:

We strive for our personal best
We listen
We are kind and caring
We tell the truth
We look after our school

Children are taught the Golden Rules in class and assemblies at the start of the academic year and at regular intervals throughout the year.

These rules outline the expectations for behaviour in the classroom, in the wider school environment and in the playground.

They are used to support positive behaviour management.

They are used to provide the children with reminders of behaviour expectations.

The Golden Rules are displayed in every classroom and in various shared areas (see appendix 1)

5. Rewards and Consequences

5.1 Rewards

Praise and positive encouragement are used to promote the expected behaviour. The aim of our vision and values is that children strive to be intrinsically motivated. Therefore, children are given praise and success is recognised on an individual and group basis through:

- Non-verbal e.g., smiles, thumbs up, pat on the shoulder.
- Verbal praise e.g.: "Well done for striving for your personal best." "I am pleased that you are walking silently to assembly."
- Written feedback praising effort and achievement (Great Green)
- Moving up the rainbow /behaviour chart (appendix 3).
- Being awarded a personal best nomination slip to be taken home at the end of the day.
- In Early Years and Year 1, any child who reaches the top of the rainbow at the end of the day will be given a sticker to wear home.
- Being awarded a personal best point and certificate for being chosen as the personal best champion (appendix 8).
- Being awarded a headteacher personal best point for exceptional work or effort.
- Phase assemblies in which personal best champions are celebrated.
- Social media posts to celebrate achievement and effort.
- Reward afternoons on a half termly basis to recognise consistent excellent behaviour.

5.2 Consequences

All children in EY/KS1 start the day on 'Good Green'. Children in KS2 start on the white zone of the behaviour chart.

Step one: **Reminder**

Reminder of the expected behaviour (referring to the specific rule that is being broken). E.g., "This is a **reminder** that we face the front and listen. Thank you." At this point the rainbow/behaviour chart is not affected.

Step two: Verbal Warning

Verbal warning for continued inappropriate behaviour. "I've reminded you to face the front and listen. This is now a **warning** that unless you do so, you will miss some of your play." At this point the child's name will be moved down the rainbow or to yellow on the behaviour chart.

If behaviour improves over a suitable period of time, the child's name can be moved back up the rainbow/behaviour chart. However, the child should be informed that any further negative behaviours will result in them resuming at step three.

Step three: Consequence

The child will be given a **consequence** for non-compliance. "You have had a reminder and a warning, but you are still choosing to not listen. Therefore, you will miss 10 minutes of your breaktime." At this point the child will move to red on the rainbow/behaviour chart. The adult

writes a behaviour slip (see appendix 4), actions the 10-minute detention and informs the parent.

This consequence can not be reversed until the following day (the child's name will remain on red). However, a positive change in behaviour should be recognised through praise and encouragement.

Step four: De-escalation

If inappropriate behaviour continues and is disrupting the learning of others:

- In Early Years/Year 1, an adult will phone the office to request a member of SLT/HLTA Inclusions to attend.
- In Year 2/KS2, a child from the class will be sent to the office to locate a member of SLT.

The member of SLT/Phase Leader/HLTA Inclusions will then speak to the child involved. 'Unfortunately, your behaviour has not improved since your first consequence. How do you need to change your behaviour to be successful in class?'

Step five: Detention

If inappropriate behaviour continues despite the de-escalation conversation, the child will be told that they now have a lunchtime **detention** with a member of SLT which will be 20 minutes for EY and 30 minutes for KS1 and 2. The adult will update the behaviour slip and the member of SLT will contact the parent. During this detention, there will be a restorative conversation and a reflection form (see appendix 5) will be completed when appropriate.

NB For a serious incident – a senior member of staff/HLTA Inclusions may approve a child being fast- tracked directly to step 5 (detention).

Examples of extreme behaviour which could result in being fast-tracked to step 5:

- Deliberate damage to school equipment/school buildings or structure
- Foul and abusive language to others
- Hurting others deliberately (kicking, punching etc)
- Stealing
- Prejudicial behaviour e.g. racism
- Leaving the school site without permission

If a child demonstrates any of these behaviours, SLT/HLTA Inclusions should be notified immediately.

A consequence chart will be displayed in every classroom (See appendix 2)

If a child receives a behaviour slip during a half term, they will miss half of the reward afternoon. Two slips or more will result in the loss of the whole reward. During the reward time, children will complete a reflective activity relating to the importance of our values and Golden Rules.

Every child will start afresh the next day with a clean slate and have an opportunity to choose more appropriate behaviour.

The Co-Headteachers will be informed of any serious breach or persistent breaches of the behaviour policy and of instances where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. At this point the

Co-Headteachers may decide to remove a pupil from lessons for either half or all of a school day (internal inclusion) or issue a fixed period suspension or permanent exclusion.

6. Lunchtime Behaviour

If negative behaviour is seen during playtime or lunchtime this must be dealt with swiftly and consistently. Staff on duty should take the following steps:

- Move down to the level of the child and adopt open body language.
- Use neutral body language to avoid further aggravating the situation e.g., not folding arms/ wagging fingers.
- Remain calm and use a talking voice. Shouting is never acceptable.
- Listen to the child, do not jump to a conclusion and ensure that you have the views of all children involved.
- If appropriate issue the child with a reminder that their behaviour is not acceptable.
- If the behaviour continues remove the child from their play and give the child a 10-minute time out alongside the member of staff on duty.
- If the behaviour continues and is disrupting other children a behaviour slip is written and the class teacher is informed.

7. Teaching the Expected Behaviour

In order to establish consistency in the way behaviour is taught across the school, we will:

What we will do	How we will do it
Teach children the vision and values of the school and establish what they look like in the classroom, the playground and in the wider school environment.	The vision and values will be taught initially through whole school assemblies (and then reinforced in phase and class assemblies throughout the year). The language of personal best is consistently used by all staff to support behaviour management. The values will be displayed in classrooms and shared areas so that they can be referred to regularly.
Teach children the golden rules and establish what they look like in the classroom, the playground and in the wider school environment.	The golden rules will be taught initially through whole school assemblies (and then reinforced in phase and class assemblies throughout the year). At the start of the year, the teacher will explicitly teach and practise the golden rules with their class. Golden rule exemplification will be shared with all adults (see appendix 6) The golden rules will be displayed in classrooms and shared areas so that they can be referred to regularly.
Teach children strategies to support positive behaviour choices. Highlight and promote good behaviour choices	Teachers will teach the children 'silent signals' to represent: stop and listen, magnet eyes (i.e. look this way), my turn, your turn, 1-2-3 (how to move from one activity to another) and partner talk. These signals will be modelled by all staff in all areas of the school. Ensure that all staff are trained in the behaviour policy and behaviour strategies at least annually.

Have a clear system of rewards and consequences so that the children understand the expectations for behaviour	Teachers to explain rewards and consequence steps to the children at the start of the year and regularly thereafter. Display rainbows (EY/KS1) and behaviour charts (KS2). Adults to use these to reinforce behaviour expectations through rewards and consequences. Each classroom to display the consequence steps so that they can be referred to regularly.
Ensure that children and staff who join us part way through the year are taught/trained in our school behaviour system	Staff to undertake an induction programme which includes expectations for behaviour management and the behaviour policy. Teacher to teach the new child the school systems and routines around the golden rules, vison and values and the expectation for excellent behaviour. Teacher to choose an appropriate, responsible child to be a positive role model and support their settling in.

8. Reasonable Adjustments for Individuals

The school recognises its legal duty, under The Equality Act 2010, to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approaches to challenging behaviour may be reasonably adjusted to cater to the needs of the individual.

The Extended Leadership Team (ELT) will use the Graduated Approach to evaluate a child who exhibits challenging behaviour and is not responding to the rewards and consequences highlighted in section 5. This will determine whether they have any underlying needs that are currently not being met.

At Tanners Brook we understand that some children will have social, emotional and/or mental health difficulties and that behaviour has a communicative function. As such we seek to remove barriers and make reasonable adjustments to enable the child to be successful. If needed we will introduce targeted individual support and work alongside parents and the child which may include offering emotional literacy work or an individualised behaviour plan (appendix 7). This would be based on the systems and routines outlined in this policy - some of which would be adjusted to allow for their needs to be met. A review cycle will be put in place to review the effectiveness of the behaviour plan.

Where appropriate, support and advice will be sought from external agencies such as an Educational Psychologist, Pupil Referral Unit, etc.

9. Recording and Monitoring

When a behaviour incident reaches step 3 (consequence), a behaviour slip must be completed by the adult who is actioning the consequence and passed to the HLTA Inclusions at the end of the day.

Behaviour slips are recorded on Arbor weekly by the HLTA Inclusions.

Data will be analysed weekly to inform SLT/HLTA Inclusions of potential hotspots to be monitored the following week and to understand behaviour patterns and prevent discrimination.

A report will be created every half term, highlighting children who have received a behaviour slip. This will be shared with teachers/relevant staff and will also inform which children attend reward afternoon.

For children deemed at risk the class teacher will complete an at risk form (appendix 10) and this information will determine whether additional Stage 3 support is needed which could, for example include emotional literacy support or a behaviour plan being coproduced with parents.

Phase Leaders will monitor behaviour withing their phase, identifying patterns, trends and areas for development.

10. The Use of Positive Handling/Physical Restraint

In certain circumstances it may be required to apply reasonable, proportionate and necessary positive handling. The school follows guidance set out by the DfE which states that all members of school staff have a legal power to use reasonable force. At times, this can be as simple as offering a supportive hand for a child to take and for pupils with SEND, physical support can be a necessity to support them in accessing our school site.

If used, physical restraint should be proportionate, necessary and reasonable and only used as a last resort. Physical restraint may be used to:

- A pupil's behaviour is causing harm to themselves or others;
- A criminal offence is being committed;
- Property is at significant risk of damage;
- Serious disorder is occurring.

All incidents involving the use of physical restraint must be recorded. Please refer to section 11 of the Restrictive Interventions and Use of Reasonable Force Policy (Record Keeping and Reporting)

11. Searching/Confiscation

Senior leaders have the statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed below:

- Chewing gum/sweets
- Energy drinks
- Mobile phones that have not been handed in on arrival
- Digital recording devices including SMART watches and glasses
- Smoking equipment (vapes, cigarettes etc)
- Alcohol
- Illegal drugs
- Fireworks and fun snaps
- Knives and weapons (including replicas)
- Sexually explicit images

- Any article that the member of staff reasonable suspects has been or is likely to be used to commit an offence, to cause personal injury or damage property

Senior leaders will always explain why a search is required and they will always be conducted in the presence of more than one member of staff. If a child does not agree to the search, parents/carers or the police will be contacted to provide further support. A search will not require the child to remove any clothing other than outer clothing (any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear).

If an item is confiscated or a search is undertaken, parents/carers will be informed and it will be recorded on CPOMS/Arbor.

To ensure Tanners Brook primary school remains a safe and secure environment, the School has introduced a clear policy: smart glasses are not permitted on site for pupils, parents, visitors, or staff. Should they be brought onto site, they must be removed and stored away until they can be taken home.

12. Off Site and Online Behaviour

Inappropriate behaviour which occurs off site or online which is witnessed by a staff member (or reported to the school and found to be accurate) will be dealt with using the school's behaviour policy.

This could include bringing the school into disrepute when:

- Travelling to and from school
- Wearing the school uniform
- Taking part in a school related activity e.g. trip
- Taking part in online activity e.g. social media, chat rooms and gaming

13. Links with Other Policies

This behaviour policy is linked to the following policies:

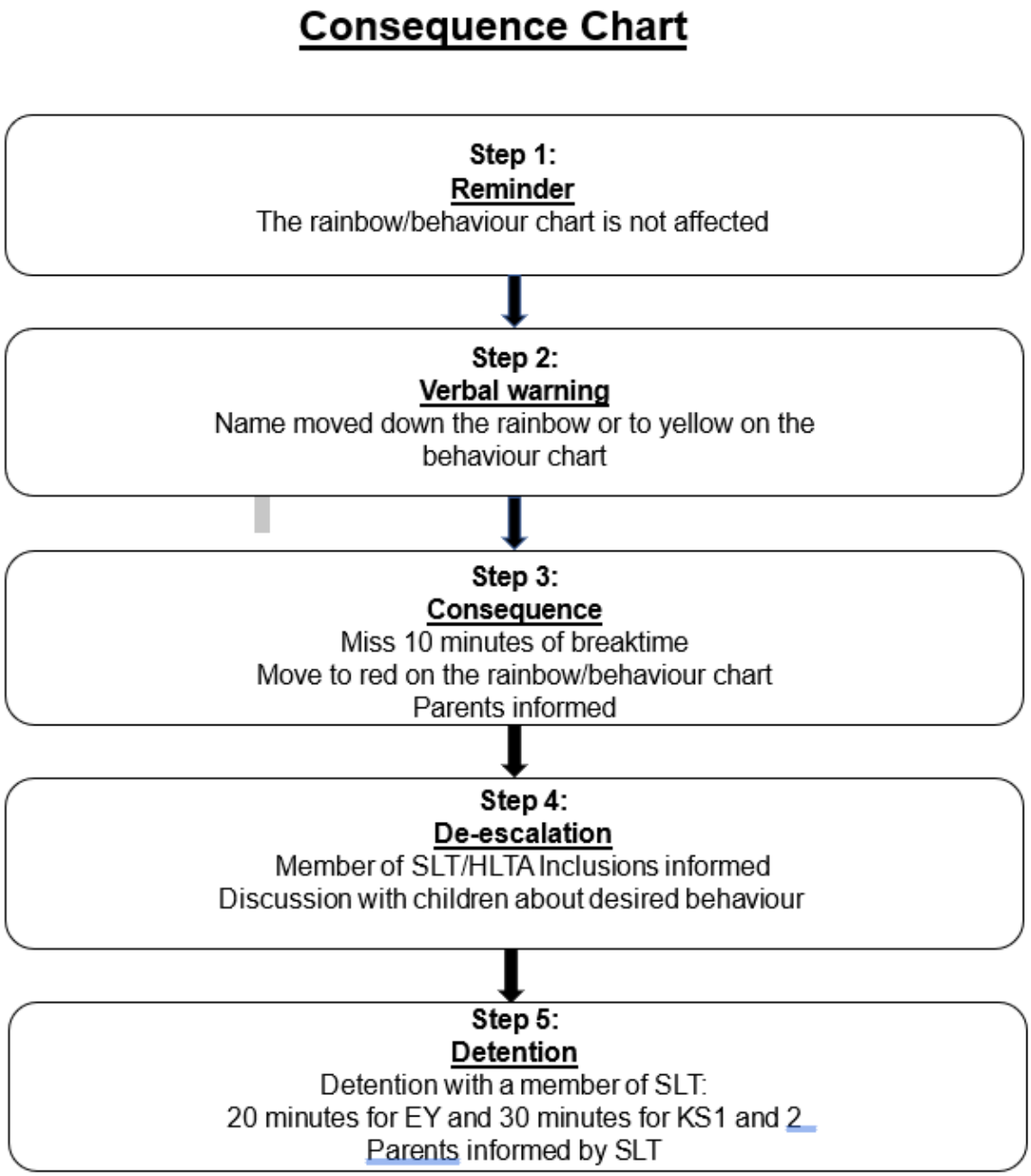
- HISP Exclusions Guidance
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- SEN Policy and Information Report
- Restrictive Interventions and Use of Reasonable Force Policy

In line with our equity values, all children are expected to treat staff with dignity and respect at all times. The school will not tolerate any form of bullying, intimidation, harassment or sexual harassment towards staff. Sexual harassment includes unwanted conduct of a sexual nature, whether verbal, non-verbal, physical or online, that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Such incidents will be taken seriously and may result in sanctions in line with the school's behaviour policy, safeguarding procedures and, where appropriate, referral to external agencies.

Appendix 1: Golden Rules Poster


TANNERS BROOK PRIMARY SCHOOL
GOLDEN RULES
We strive for our personal best
We listen
We are kind and caring
We tell the truth
We look after our school
'THINK, BELIEVE, PERSEVERE, SUCCEED'

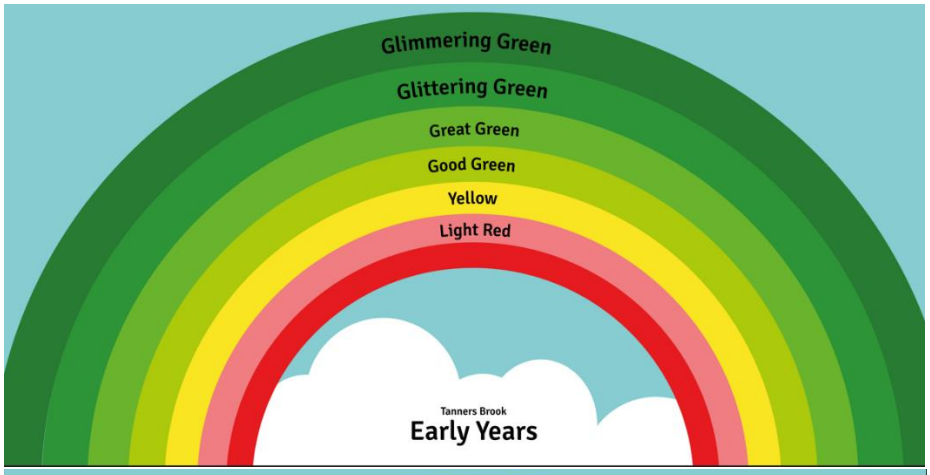
Appendix 2: Consequence Steps



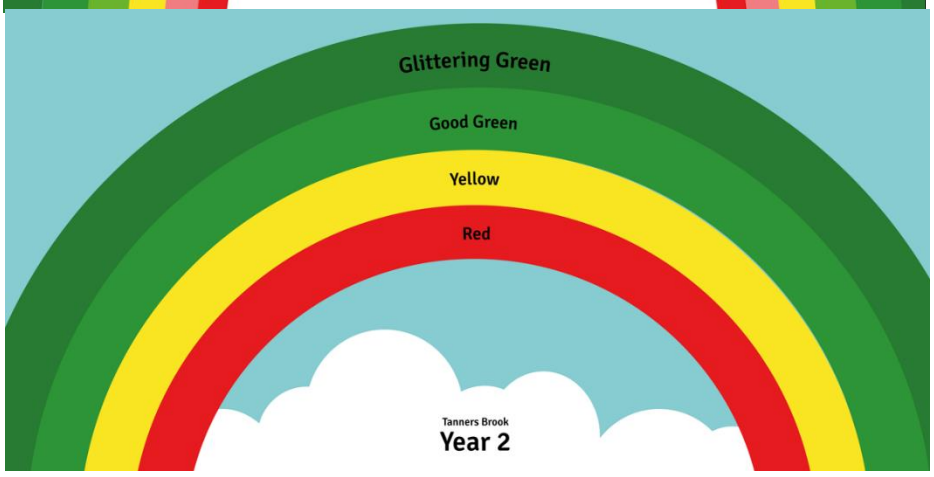
Tanners Brook PRIMARY SCHOOL

Striving for our personal best to make our community proud

Appendix 3: Rainbow/KS2 Behaviour Chart









Appendix 4: Behaviour Slip

BEHAVIOUR INCIDENT RECORD

Child's Name	Class	Date	Time

Reported by		Actioned by	

WHEN

	Reg	1	2	Break	3	Lunch	Reg	4	5	Home
KS1 Subject	08:45 – 09:10						13:15 – 13:20			15:10 – 13:15
KS2 Subject	08:35 – 09:10						13:15 – 13:20			15:10 – 13:15

WHERE

Class	Corridor	Playground	Play trail	Field	Toilets	Library	Hall
ELSA room	Off site	Reception	Offices	Dining Hall	After School	Other	

CONTEXT

Cover/Supply Teacher Name	Seating Arrangement		
	Individual	Pairs	Group

ANTECEDENT (Please note any contributing factors to the behaviour)

Behaviour of another		Hungry/ Thirsty		Task Challenge		Non-Preferred Task		Previous Incident	
Incited by another child		Frustration		Change of Task		Change in timetable		Other	

BEHAVIOUR

Defiant/ Rude		Name Calling		Lying		Foul/ Abusive language - peer		Foul/ Abusive language - adult	
Ignoring Instructions		Damage		Stealing		Physical aggression - peer		Physical aggression - adult	
Calling out		Bullying		Racist Remarks		Leaving class w/o permission		Leaving school site	
Bystander		General Disruption		Sexual Remarks		Being in the wrong place			

CONSEQUENCES

Red – 10 min detention	Teacher contact parent	Ref to Inclusion Team	15/30 min – lunchtime detention	Straight to SLT	SLT phone parent	Half day internal exclusion	Fixed period exclusion
Discussed returned to class	Playground removal	Zoned on playground	Letter to parent	Whole lesson withdrawal	Parent called into school	Full day internal exclusion	Other

COMMENTS, NOTES AND FURTHER ACTION

Appendix 5: Reflection Form

Reflection Form

Name:	Class:	Date:

What caused the incident?

What happened?



What are the consequences for me (including my feelings)?

How have my actions affected others?

My targets including how I can prevent it from happening again.

Appendix 6: Golden Rules Exemplification for Staff

	What does this look like.....			How do we teach this rule?	How do we embed it?
	In the classroom?	In the wider environment?	In the playground?		
We strive for our personal best	We concentrate and don't give up Challenge creates a learning buzz We know our own personal best We all have high expectations Making mistakes is ok PB work celebrated PB Champion selected daily We wear the correct uniform	PB celebrated on Facebook PB work celebrated in shared areas We strive to become school councillors, prefects, eco warriors and librarians	We have supportive friendships We enjoy friendly competition We help each other	Praise success for individuals Ensure children are aware of expectations for effort and outcomes Discussion around feelings attached to reaching PB Teach the values Discuss uniform and challenge	Golden rules on display and referred to Language of school vision and values is everywhere Celebrate the rules being followed at any time by anyone
We listen	We look in the right direction We listen to each other We stop when asked and are quiet We concentrate We actively engage in lessons We respect others' opinions	We are silent in assembly There is a respectful level of noise in the corridors (which doesn't disrupt others) We stop when asked and are quiet	We stop when bells are used We listen to adults and peers We 'scoop up' friends if they haven't heard a bell etc We follow rules in team games	Teach the silent signals Model and practise the skills of listening: stop, look, do	Ensure expectations about following the golden rules are clear Praise Celebration with a clear reason matched to a rule Whole school/VIP/phase/class assemblies
We are kind and caring	We support each other We tidy without being asked We ask each other how we are feeling We are polite and use manners: please/thank you We take turns	We hold open doors Prefects help in the dining hall and in VIP assemblies Librarians read to others Adults greet children and families in the morning Teachers/TAs/Office staff welcome children into the school/classrooms	We take turns and share playground equipment We notice if our friends are on their own and encourage them to join in We look after each other if our friends are hurt or upset	Teach vocabulary of the rule: helpful, gentle, thoughtful, share, compassionate Part of PSHE curriculum Adults to be role models for kindness e.g. opening doors, saying good morning and encouraging a response	PB Champion selection based on how well rules and values have been followed Lead by example Celebrate smart uniform
We tell the truth	When marking our own work, we are honest and accurate We are honest the first time we are asked We and adults admit mistakes in our learning We encourage others to tell an adult if they have made a poor choice We accept that actions have a consequence Part of PSHE curriculum			Teach vocabulary around telling the truth: honesty, trust, respect, responsibility Circle time/fables Model how to mark work honestly and accurately Adults model admitting mistakes	
We look after our school	We are responsible for own things We take care of school equipment We respect other people's things We tidy up after each other	We pick up litter We keep corridors and shared areas tidy We take care of the school building We tell an adult if something doesn't look right We walk through the school quietly and in silence to and from assembly Librarians organise the library	We help tidy up equipment We use the play equipment sensibly We tell an adult if something doesn't look right We pick up litter	Practise walking through corridors/right hand side of the stairs Practise tidy up routines Establish expectations for what tidy looks like Community lead to explicitly teach Eco Warriors how to be role models Ensure classrooms & corridors are set up to make it easy to keep tidy	

Appendix 7: Behaviour Plan Template

Behaviour Support Plan

Child's name:

Class:

Class teacher:

Strategies for positive behaviour. **How do we maintain positive behaviour?** Phrases to use / Reward system / motivators	Action:
Early warning signs **How do we prevent an incident?** **What to look out for?** **How to respond?** Proactive strategies such as removing and minimizing triggers, establishing routines, personalized rewards or incentives and clear boundaries).	Action:
Challenging behaviour **What does it look like?** **What triggers it?** **How to respond?** (Reactive strategies such as reminding the child of what is expected, distraction, calm down strategies, sanctions or restorative approaches).	Action:

Signed (Parent/carer)…… **Date**……

Appendix 8: Personal Best Champion Certificate and Sticker.







Appendix 9: Graduated Approach

Graduated response to support and intervention for pupils with significant SEMH needs

Stage	Provision required	Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	-Positive Behaviour Management strategies -School Behaviour Policy -School reward/reinforcement systems -Adaptations within classroom environment e.g. seating plans and pupil proximity to adults during lessons. -Additional processing time and movement breaks if required -Curriculum e.g. PSHE	-Reviewed at Pupil Progress meetings	Class Teachers
2	Early intervention support	In addition to stage 1: -Meet and greet at start of lessons -Learning objectives broken down into manageable steps e.g. task board -Explicit modelling by an adult following input. -Positive reinforcement (to support motivation) -Explicit teaching of new skills (behaviour for learning) -Provision of safe/quiet space if pupil becomes overwhelmed. -Permitted use of fiddle items or calming objects (speak to SENCO) -Personalised visual cues and prompts. -Seating plans -Home school book -Class teacher link with home	-Reviewed at Pupil Progress and Phase Review meetings -Daily behaviour tracking -ABCC forms	Class Teachers Subject Teachers Phase Leader
At risk form to be completed by Class Teacher and given to Phase Leader				
3	Targeted, additional support	In addition to stages 1 to 2: -Student Profile to identify strengths and areas of needs including pupil's views on what helps them. -Assess Plan Do Review cycle started. Internal 'Concern form' completed. Current provision reviewed and plan for pupil made with DHT Inclusion.	Student Profile Use of additional tools e.g. Motivation Assessment Scale or La Vigna model to develop understanding of communicative function of behaviour	Class Teachers/ DHT (Inclusion)

		-Further differentiation of class curriculum e.g. alternative ways of recording/quantity of work required. -Behaviour Response Plan written with Class Teacher and DHT Inclusion/Behaviour HLTA. Include verbal responses/scripts and whole school approach to specific behaviours. -ELSA Support -Nurture intervention - Additional transition support	Behaviour Support Plan (BSP) ELSA/Nurture Intervention records and progress trackers Bespoke behaviour monitoring using codes to identify frequency of primary challenging behaviour and assess level of engagement in learning.	
4	Targeted, intensive additional support (SEND Register)	In addition to stages 1 -3: -Request for support from external services e.g. SIP Outreach or Educational Psychology -Risk Assessment -BSP written with SENCo support. SMART behaviour targets. Track using a TME (Targeted, Monitoring, Evaluation system) -Access to adapted learning and current provision reviewed for impact. -Personalised curriculum reviewed for impact -Reasonable adjustments to School Behaviour Policy -Internal time out	• SEND Register • SIP outreach review reports • EP Consultation reviews • Risk Assessment • BSP • TME to track progress against targets • Monitoring of school provision map	Class Teachers Phase Leader DHT Inclusion/Behaviour HLTA SENCo SLT
Request Statutory Assessment				
5	Provision over and above Stage 4	In addition to Stages 1 – 4: -Education, Health and Care Plan (EHCP) reviewed annually -Referral to CAMHS -Additional external agency e.g. No Limits/Simon Says/Yellow Door -Referral to PHIG for problem solving May need to consider: In Year Fair Access/Managed Move Compass Placement	• EHCP Annual Review Meeting • BSP Progress review	Class Teachers Year Lead DHT Inclusion SENCo SLT

Appendix 10: At Risk form

Tanners Brook Primary School

Individual Pupil: Early Identification of Concerns for SEMH/APDR Cycle

Pupil	Class Teacher	Year group	Graduated Response Stage

Reasons for identification e.g. specific concerns	
Assessment data e.g. maths, English /reading age	

Current strategies and adaptations (refer to graduated Approach document)	Date started	Outcomes/Impact
• • • • • •		

Signature of SENCo	
Signature of Class Teacher	
Discussed with parent: Yes/No	
Discussed with child: Yes/No	

Initial discussion with SENCo/Deputy for Inclusions	**Date:**
Actions	**Who? When?**

Review date:	**Class Teacher:**	**Year grp:**
Impact of actions	**Further actions**	**Who? When?**
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date:	Class Teacher:	Year grp:
Impact of actions	**Further actions**	**Who? When?**
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date:	Class Teacher:	Year grp:
Impact of actions	**Further actions**	**Who? When?**
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date:	Class Teacher:	Year grp:
Impact of actions	**Further actions**	**Who? When?**
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		