



Tenterden Infant School

'Together, we learn, grow and flourish'



Tenterden Church of England Junior School

'With God as our companion, we learn, grow and flourish'



Tenterden Primary Federation

Positive Behaviour Policy

Updated: July 2024

Approved and Ratified: July 2024

Review due: July 2026

Aims

At Tenterden Primary Federation, our behaviour policy is designed to support and value all members of our learning community. As a Nurture informed school we believe that our positive behaviour policy plays an important role in fostering a nurturing environment and school culture that enables healthy social and emotional development for *all* pupils. The aim of the policy is to create a calm, safe and supportive environment where all pupils are ready and able to learn. Our whole-school approach is consistent, inclusive and positive and ties in to our fidelity to the Six Principles of Nurture. As a school we recognise behaviour as both a form of communication and evidence of unmet need. The policy also works hand in hand within the context of our schools core Christian values of Respect, Faithfulness, Perseverance and Love. This policy has been written with input from all stakeholders to aid consistency and fairness.

Class Dojo

Our behaviour system is built around the online system 'Class Dojo'. This system encourages positive behaviour for learning through the giving of positive 'points'. These points are recorded on children's individual profiles throughout a year and can be accessed at any time by teaching staff. Parents are invited to join the system and can view their children's points and notes at their convenience.

The system also allows high levels of communication between teachers and parents. Primarily a learning tool, teachers and children can post updates about learning, excellent

pieces of work and important reminders by using the *Class Story* facility. There is also a messaging tool, which can be used for brief communications between school and home. We recognise the importance of face to face communication and would expect any behavioural issues or concerns to be discussed in a more formal school-based environment.

Rewards for Good Behaviour

We aim to promote an ethos where the children develop a strong growth mindset and therefore learning and acquisition of knowledge is a reward in itself. However, there are times when we would like to celebrate their successes and therefore we have a system of rewards in place:

- All staff verbally praise children throughout the day.
- Dojo Points are awarded for displays of excellent learning behaviour.
- Dojo certificates are awarded at intervals of 50, 100, 150, 200, 250 and 300. 50, 150, 250 certificates are presented in class by the class teacher, with 100, 200 and 300 values being awarded during celebration assembly by a member of the Senior Leadership Team.
- Two children from each class are nominated from each class to receive a 'Headteacher Award' based on our Christian Values which will be awarded during that week's celebration assembly with parents of the recipients invited to attend.
- Children have the opportunity to praise their peers when they see they have demonstrated one of the Christian or school Values.

Zones of Regulation

In order to support our pupils to learn how to self-regulate and manage challenging situations, disruptive emotions and undesirable behaviours, all children will be taught about the Zones of Regulation. They will be given the knowledge, tools and strategies to enable them to understand how their own feelings (and that of their peers) can influence behaviour, how to identify these feelings and successful ways in which they are able to self-regulate and help to manage their own behaviour.

Consequences for Inappropriate Behaviour.

At Tenterden Primary Federation we use a restorative justice approach to encourage children to make the right choices. By making inappropriate behaviours with the children explicit, we aim to minimise occurrences of these across the school.

When there is a cause for concern then the incident should be written up onto the cpom system. Should a child make the wrong choice and not respond to more positive strategies then these steps are followed:

Behaviours		Result/Consequence
Level 1	<p>Demonstrating our school and Christian values and promises in everything we do.</p> <p>Good Work</p> <p>Representing the school at multi-school events</p>	<p>Verbal Praise</p> <p>Use visualiser for exemplars of work</p> <p>Proud cloud (specifically KS1)</p> <p>Sunshine and Rainbow (specifically KS1)</p> <p>Stickers</p> <p>Positive Dojo Point</p> <p>Dojo Certificates</p> <p>Positive messages to parents via dojo</p> <p>Proud work wall</p> <p>Class rewards as appropriate</p> <p>Values award</p> <p>Headteacher Certificates.</p>
Level 2	<p>Not doing as you are told immediately.</p> <p>Calling Out</p> <p>Talking when we shouldn't be.</p> <p>Interrupting</p> <p>Getting out of your place when we shouldn't be.</p> <p>Not working</p> <p>Answering back.</p> <p>Accidently breaking things as a result of doing the wrong thing.</p>	<p>Led by Teacher/support staff</p> <p>First Incident: Teacher checking reason for behaviour taking in to consideration Social, Emotional, Mental and Health needs/SEND</p> <p>If behaviours are repeated; Verbal reminder to do the right thing</p> <p>Completion of work in own time – Break/Lunch/Home (if in school, supervised by class teacher)</p> <p>After the above: Phone call or chat to parent if required</p>

<p>Level 3</p>	<p>Not telling the truth Throwing objects. Inappropriate physical contact – poking, flicking, pulling hair. Rough Play x 2 Unkind words / actions to peers and friends</p>	<p>Led by Teacher/support staff (if behaviour becomes frequent then referral to SLT)</p> <p>Teacher checking reason .for behaviour taking in to consideration Social, Emotional, Mental and Health needs/SEND</p> <p>If behaviours are repeated; Restorative Justice and Phone call or meeting with parent</p>
<p>Level 4</p>	<p>Deliberately breaking things. Encourages others to misbehave. Hurts Intentionally Refuses instruction. Destroys work of others. Leaves room intentionally without returning. Swearing Inappropriate language eg sexualised language, racist language, sexist language, reference to sexual orientation Keeping mobile phone on them in school intentionally (see Mobile Phone and Smart Watch Policy) Misuse of a Smart Watch (see Mobile Phone and Smart Watch Policy)</p>	<p>Cpoms Incident Report completed by member of staff involved</p> <p>Led by Teacher/support staff (if behaviour becomes frequent then referral to SLT)</p> <p>Teacher checking reason .for behaviour taking in to consideration Social, Emotional, Mental and Health needs /SEND</p> <p><u>If behaviours are repeated:</u></p> <p>Restorative Justice recorded on cpoms If noted twice and happens a 3rd time, refer to SLT (history should be clear on system)</p> <p>Member of SLT involvement with child, teacher and parent Inform and meet parent through dojo, phone call or at pick up.</p>

<p>Level 5</p>	<p>Physical or violent assault causing injury or violent behaviour. Sexualised behaviour or assault. Serious damage to property (e.g. vandalism). Persistent, proven bullying. Persistent Homophobic / Racist/ Sexist Abuse. Carrying, supplying or abusing drugs. The bringing in of weapons</p>	<p>Cpoms Incident Report completed by member of staff involved</p> <p>Actions led by member of SLT checking reason for behaviour taking in to consideration Social, Emotional, Mental and Health needs/SEND</p> <p>Restorative Justice with all involved</p> <p>Meeting with parents/and Headteacher with follow up letter home. Lunchtime Exclusion. Internal Exclusion all day Temporary Exclusion Permanent Exclusion. PIAS referral / notification through the front door for instances of suspension / exclusion</p> <p>Identifying appropriate support for child and family Signposting to other agencies Liaising with other agencies Provide SENCO or FLO support as required</p> <p>Back to school meeting and pastoral support plan where required</p>
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The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See anti-bullying policy).

Restorative Justice

Tenterden Primary Federation uses a Restorative Justice approach in the aftermath of any incidents between children. Restorative justice brings those harmed by conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Staff carry a Restorative Justice card and use these questions to support children over any concerns regarding conflict.

When behaviour has reached Level 3, a verbal restorative justice approach will be used by a member of SLT with all children involved in a red level incident. A restorative justice form needs to be completed during the missed five minutes of play time (Appendix 1). This form encourages children to think about what went wrong and how to correct their behaviour next time. We do not allow children to read or complete additional learning tasks during this time as learning is a privilege and should not be used as a punishment.

Positive Behaviour Reporting Cards

As part of the Restorative Justice approach, we understand the importance of allowing children time to reflect on their behaviour. On occasion, it may be important for children to have a longer period of time to reflect on this with the support of senior members of staff in school and parents/carers at home.

In an instance Level 4 behaviour is repeated multiple times, senior leadership may feel it is appropriate to use a 'Positive Behaviour Reporting Card'. This is filled in at the end of each lesson or break/lunchtime. The child will review how well they are doing and talk to the class teacher regularly through the day about the specific target set by senior leadership in their initial meeting. These are then signed by the class teacher and parent at the end of each day and by senior leadership at the end of the week, with discussion taking place about progress made and what positive changes have been made, or still need to be made.

Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities will be supported appropriately through appropriate lesson planning. Pupils with HNF and EHCP have personalised plans and Provision Maps are written for children with SEND and those needed to make accelerated

progress. It is the responsibility of the class teacher to direct the TA to ensure that the needs of all pupils are met in their learning and behaviour.

Should a pupil display inappropriate behaviour despite appropriate additional strategies in place to support them then school procedures will be put in place as with any other child to manage the situation. If a pupil is preventing other children from learning, then they will be given time out and supported. Should a pupil be verbally or physically aggressive to another pupil or member of staff, despite appropriate strategies being put in place and followed by staff, the pupil will be managed according to the hierarchy of intervention strategies in place, bearing in mind their appropriateness to their individual additional needs.

It may be that children with specific needs may need to have a personalised behaviour plan put into place for them which would be discussed with the parent and may adapt the consequences outlined below, based on the individuals' needs. Staff must adhere to these. Changes to these will be made in conjunction with the SENCO and / or SLT.

Any child who is physically violent or continually verbally abusive to a member of staff or another pupil will be sent home. A meeting will then be arranged with the parent / carer and any other appropriate agencies as soon as possible to ensure that strategies are reviewed and decisions made as to the suitability of future education for that pupil. Tenterden Junior School is an inclusive school. Every child is treated as an individual and any significant incident will be reviewed carefully with appropriate Local Authority support.

Parents, carers and external agencies will be engaged throughout any actions to help a pupil become settled, engaged and secure in school.

Tenterden Junior School – Positive Behaviour Reporting Card

Name: _____ Class: _____ Date: _____

My Target: _____

	Lesson One	Assembly	Break	Lesson Two	Lunch	Afternoon	School Signature	Parent / Guardian Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

J - Target Met

K - Target Nearly Met

L - Target Not Met

Name: _____ Class: _____ Date: _____

My Target: _____

	Lesson One	Assembly	Break	Lesson Two	Lunch	Afternoon	School Signature	Parent / Guardian Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

At the end of each lesson, look at your target for the week and give yourself a score between 1 and 5 (5 being the best).

Tenterden Primary Federation

Executive Headteacher : Mrs McIntosh

Behaviour Reporting Card

Dear Parents/Carers,

Following a discussion with a member of the Senior Leadership Team, it has been decided that your child _____ will be using a Behaviour Report Card for the next week. This is part of our restorative justice programme and will help them to reflect and improve on areas which may have presented themselves as an issue.

They will be set a personalised target and asked to mark themselves against it at the end of every lesson. These marks will then be agreed by the teacher, signed and sent home with the child each day.

We would ask you to support us by celebrating the successes which they have had during the day, talking about any areas which need continuing reflection and then by signing it and returning it to school.

If you have any further questions, please contact the school. The member of the senior leadership team who will be mentoring your child is: _____.

Yours faithfully

Mrs. McIntosh

Executive Headteacher

Reflection Form (1)

Name:

Date:

How are you feeling?



Happy



Sad



Worried/Scared



Angry



Surprised



Confused



Embarrassed/Silly

Draw a picture of what happened and who was hurt.

How can you make it better? Draw a picture.

Are you ready to go back to class?

Reflection Form 2

Name:

Date:

How are you feeling?

What happened? Who was hurt?

How can you make it better?

How are you feeling now?

Are you ready to go back to class/ outside?