Tenterden Primary Federation
Positive Behaviour Policy

Updated: September 2026
Approved and Ratified: September 2026
Review due: September 2028

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 profile throughout a year and can be accessed at any time by teaching staff. Parents/Carers are invited to join the system and can view their children's points and messages at their convenience.

The system also allows high levels of communication between teachers and parents/carers. 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 serious 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 to have-a-go and learn from their mistakes. We believe that learning and the acquisition of knowledge and skills is a great reward in itself. However, there are times when we would like to celebrate children's 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, effort and homework.
- ✔ 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 and 100, 200 and 300 certificates are awarded during Celebration Assembly.
- ✔ Two children from each class are nominated from each class to receive a 'Headteacher Award' or 'Values Award' based on our Christian Values which will be presented to them during a Celebration Assembly with parents of the recipients invited to attend.
- ✔ Junior children have the opportunity to praise their peers when they see they have demonstrated one of the Christian or school Values by giving them a value token.

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. Each class during Transition Week creates their own class display whilst reminding themselves of strategies they can use to help calm and regulate.

Children 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 and how to identify these feelings. They will practise and learn the best ways that suit them to be able to self-regulate.

Consequences for Inappropriate Behaviour.

At Tenterden Primary Federation we use a Restorative Justice approach to encourage children to make the right choices and reflect on how negative behaviour could be avoided next time. By talking about inappropriate behaviours with the children we aim to minimise occurrences of these across the school.

Should a child make the wrong choice and not respond to more positive strategies then the steps below are followed.

When there is a cause for concern then the adult records the factual incident onto the school's CPOM system. The adult records what actions they took to resolve the incident and the outcome of the Restorative Justice discussion. On CPOMs, a DSL selects 'Behaviour Related Log' and selects which level the behaviour is (see levels below).

We note: Reasonable adjustments must be legally protected for students requiring devices for medical management (e.g., blood glucose tracking for Type 1 diabetes) or specialized SEND communication apps.

Behaviour Seen		Immediate Action Taken by staff	Consequence/ Next steps
Level 1	● Demonstrating school values and following School Rules ● Working Hard ● Being a good role model	Praise Dojos Stickers Sunshine/ Rainbow Certificates Speak/ message parents Reward	
Level 2	● Not doing as you are asked immediately. ● Calling Out ● Talking when we shouldn't be. ● Interrupting ● Getting out of your place when we shouldn't be. ● Not working ● Answering back. ● Accidently breaking things as a result of doing the wrong thing. (Low level behaviour, one off behaviour)	**Response led by class teacher/ TA /MDS** First Incident: Teacher checking the reason for behaviour taking into consideration Social, Emotional, Mental and Health needs/SEND. Adult discusses with the child making choices in line with School Rules. RJ – reflection questions to understand the effect of poor behaviour on others. Verbal reminder to do the right thing. Move the seating position in class to support positive behaviour.	Completion of missed work in own time: Break/Lunch/Home (if in school, supervised by an adult) Phone call or chat with parent at the end of the day if required to reinforce correct choice to follow school rules. Be kind Be gentle Listen Honest Work Hard Look after property
Level 3	● Not telling the truth ● Throwing objects. ● Inappropriate physical contact – Eg: poking, flicking, pulling hair. ● Rough Play x 2	**Response led by class teacher/ TA/MDS**	Discussion about behaviour with the class teacher. Restorative Justice completed with any peers involved too.

	● Unkind words / actions to peers and friends	(if behaviour becomes frequent then referral to SLT through record on CPOMs) Teacher checking reason for behaviour taking in to consideration Social, Emotional, Mental and Health needs/SEND Follow a behaviour plan if there is one in place. Use Zones of Regulation strategies to support if appropriate e.g. child is angry or sad	The child completes a reflection sheet if appropriate. Share this with an adult to show how moving forward behaviour improves. Phone call , DOJO message or chat with parent/carer at the end of the day.
Level 4	● Deliberately breaking things. ● Deliberately knocking over things, ripping things off the wall and throwing items at others. ● Encourages others to misbehave. ● Hurts Intentionally ● Persistently refuses instruction ● Destroys the work of others. ● Leaves the room intentionally without returning. ● Swearing and shouting ● Inappropriate language e.g. sexualised language, racist language, sexist language,	**Response led by class teacher/ TA/MDS** ***Immediate action is taken to ensure the safety of children and adults.*** CPOMs factual Incident Report completed by a member of staff as soon as possible for DSL to action. **(if behaviour becomes frequent (3x) then referral to SLT)** Teacher checking reason for behaviour taking in to consideration Social, Emotional, Mental and Health needs /SEND	Restorative Justice completed with any peers involved Child completes a behaviour reflection sheet then talks this through with an adult or SLT if it is a reoccurring issue. Phone call/talk with parent /carer at the end of the day. This may need to be a formal discussion with SLT. Consequence: Pupil to miss play/ lunch break to reflect on how they will ensure positive behaviour so everyone is safe. **If the behaviour has become frequent and SLT are involved the pupil may be put on a weekly 'behaviour report'- staff recording positive behaviour observed for a week. Share at the end of**

	reference to sexual orientation • Keeping mobile phone on them in school intentionally (*all mobile phones must be handed in on entry to school – unless required for medical prescribed assesstance)* • Misuse of a Smart Watch (These *are not allowed in school)* Exception: Yr.6 can a sign Smart Watch Agreement)	Follow the child's behaviour plan, if there is one in place. Use Zones of Regulation strategies to support if appropriate e.g. a child is angry or sad.	**the week with SLT to focus on improved behaviour.** **This Policy sits alongside the Smart Watches and Mobile Phone Policy.**
Level 5	• Physical or violent assault causing injury • Threatening violent behaviour with a weapon like item. • Persistent violent physical behaviour towards adults or peers causing harm • Sexualised behaviour or assault. • Serious damage to property (e.g. vandalism). • Persistent, proven bullying. • Persistent Homophobic / Racist/ Sexist behaviour. • Persistent emotional abuse towards peers • Persistently refuses instruction from adults.	CPOMs factual incident Report completed by a member of staff as soon as possible. If a serious incident resulting in harm arises then a SLT/ DSL is called for support. Adult checking reason for behaviour taking in to consideration Social, Emotional, Mental and Health needs /SEND Follow a behaviour plan if there is one in place. Or a behaviour plan is created. Use Zones of Regulation strategies to support if appropriate e.g. a child is angry or sad, to give space and time to calm.	Child attends the Headteacher Office to calm and discuss choices made. SLT decides next steps. Child may complete or an adult transcribes a reflection sheet to record pupil voice. SLT - DSL meeting decides best action to keep all safe. A pupil may need to miss play/ lunch break with SLT to keep everyone safe. This may be required for a specific number of days to ensure all pupils feel safe. Phone call/ talk with parent/carer or ask parent/carer to come into school to help calm and discuss next steps. If a reoccurring incident then an urgent parent/ carer meeting is set up. Behaviour Plan implemented/ reviewed Pupil to be placed on a 'report' card.

	● Carrying, supplying or abusing drugs. ● The bringing in of weapons, firelighters.	This policy sits alongside the 'Suspension and Exclusion Policy'2026.	<u>Possible next steps:</u> Lunchtime suspension - supervised by a member of staff. Internal suspension all day supervised by a member of staff. Temporary suspension with noted sessions suspended. Temporary reduced timetable to build on success. Permanent Suspension. PIAS referral / notification through the front door for instances of suspension / exclusion Integration meeting held following a suspension – promote a new start, reflect on School Rules and share any additional support. Revisit Behaviour Plan and Risk Assessment. Identifying appropriate support for child and family: signposting to other agencies, liaising with other agencies, provide SENCO or FLM support as required.

In all negative behaviour incidents de-escalation is the first priority to ensure all members of the school community are safe. Physical intervention is a last resort, utilized only when there is an imminent risk of injury, serious damage to property or severe disruption.

We have voluntary "time out / calm spaces" for each classroom which children can ask to access or an adult may suggest if they can see a child would benefit from a quieter time to avoid escalation and anxiety.

When there is risk of serious harm Level 5 behaviour then seclusion may be required (where a child is isolated and physically prevented from leaving). The child would be observed at all

times by an adult and then accompanied by a supporting adult when imminent danger is over. Seclusion is a non-disciplinary safety measure and is never used as a punishment.

When there is a risk of serious harm and the child needs to be guided to a safe space or away from injuring peers or adults, staff are trained to use SKIP escorted guides. These are around the child's shoulders and holding the child's arms. Any adult guiding does not use any position that restricts the airway, chest expansion or places pressure on the neck or any joints.

School notifies the child's parents/carers of any restrictive intervention or seclusion that was needed on the same day. We speak through what happened with parents/cares and they are provided with a comprehensive written record, that is also logged on CPOMS. SLT will then discuss with the parent/carer the next step in managing the steps to minimise any repeated unsafe behaviours from manifesting again.

Bullying

Tenterden Primary Federation does not tolerate bullying of any kind. We encourage and remind children to speak to an adult if they have any concerns or worries. 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.

All staff carry a Restorative Justice card and use these questions to support children over any concerns regarding conflict. The outcome of RJ is recorded by the member of staff on CPOMS.

A restorative justice reflection form needs to be completed (Appendix 1) if the behaviour is a Level 4 or above. An adult may deem it appropriate at Level 3 for a serious one-off incident. This form captures the child's voice and 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. If a form is completed, the office will scan them and then add it to the child's CPOM record.

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.

If an instance at 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 by all supervising staff. 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 (the target will focus on positive actions demonstrating a School Rule). These are then signed by the class teacher and parent/carer 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 adjusted, supported lesson planning. Pupils with SEND or EHCPs have personalised SEND Support Plans and Provision Maps targets. It is the responsibility of the class teacher to plan and deliver appropriate achievable work, which may involve directing a TA to support pupils to ensure that the needs of all pupils are met in their learning and behaviour management.

Some children with specific complex needs may need to have a personalised Behaviour Plan in place as well, which would be discussed with the parent and based on the individuals' needs. The BP indicates 4 levels of behaviour support so a child can be successful. Staff must adhere to these to ensure consistency of support. Changes to the BP will be made in conjunction with the SENC0 and / or SLT.

Serious Behaviour Incidents

Should a pupil continue to display inappropriate behaviour despite appropriate additional strategies in place to support them, further school procedures will be put in place to manage the situation. For example, if a pupil is preventing other children from learning, then they will be given an alternative space to work and be supported by an adult.

For any child who shows extreme physical violence or is continually verbally abusive to a member of staff or another pupil a member of staff will call a parent/carer into school. A further 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 Primary Federation is an inclusive school. Every child is treated as an individual and any significant incident will be reviewed carefully with appropriate Local Authority support. Each year Group has a quieter area that all children can access in the day if they find the classroom overwhelming and may be a trigger for dysregulated behaviours. As a Nurture UK School, we also operate two inclusion bases, one in each school, where a child can work for a time in a tranquil environment with a supporting adult (when available).

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

Tenterden Primary Federation – Positive Behaviour Reporting Card

Name: _____ **Class:** _____ **Date:** _____

My Target:

_____

	Lesson One	Assembly Collective Worship	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). Your teacher will also do the same and make a note of any positives/ concerns.

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 have been set a personalised target, linked to our School Rules, and asked to mark themselves against it at the end of every lesson. These marks have then been agreed by the teacher, signed and sent home with your child each day.

We would ask you to support your child 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

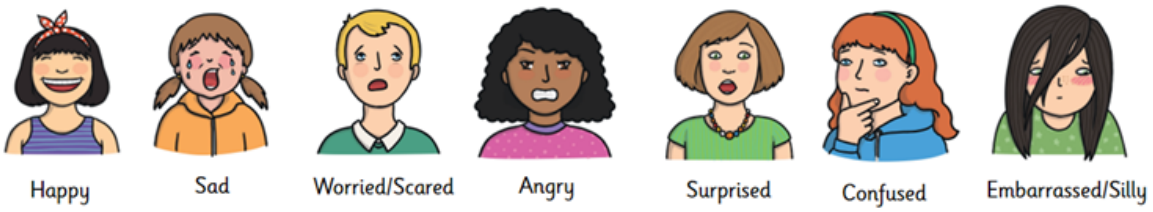
Mrs. McIntosh

Executive Headteacher

Reflection Form 1

Name: Date:

How are you feeling?



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?