Tickenham Church of England Primary School

Behaviour Policy 2024

Who is responsible?	Headteacher
Review timescale	2 years
Last review	September 2022
Approved by Local Governance Committee	October 2024
Headteacher	Liz Lester
Next review	September 2026

Rationale

At Tickenham Church of England Primary School we are passionate in ensuring that every child is enabled to do the very best that they can, and more. Children function better and learn more effectively when they are encouraged to have clear, positive goals and values; when they are encouraged to manage their emotions and make responsible choices/decisions; and when they are engaged in setting goals for their own learning, while also pursuing goals they must reach to function well in society. We have a strong team of committed staff. We are committed to our vision;
'Learning for today, inspiring for tomorrow'

Our Christian character is based upon the message in the book of Corinthians.

"Three things will last forever - faith, hope and love - and the greatest of these is love."

1 Corinthians 13 (New Living Translation)

We believe that everything we do within our school and for our wider community comes from love. Love for others, love for ourselves, love for God and love for the world which God created and everything in it.

Our Christian values underpin everything we do and are all expressions of love:

Happiness	*Friendship*	*Hope*	*Compassion*	*Honesty*	*Koinonia*
Forgiveness	*Thankfulness*	*Trust*	*Kindness*	*Empathy*	*Respect*

Aims

- For everyone to have a high sense of respect and responsibility for themselves and others.
- For all learners to have the skills to work collaboratively, be resourceful, reflective, independent, motivated learners.
- For all learners to have the life skills necessary to succeed in today's world.
- For everyone to have high expectations in order to achieve in all areas.
- For all learners to be independent, confident individuals with high self-esteem.
- For all learners to feel a part of the community and contribute to it.
- For everyone to understand our Christian ethos and respect the beliefs and culture of others.
- For all members of the school community to develop a healthy and safe lifestyle.
- To provide a happy, safe and secure environment in which children feel comfortable in their learning and safe to share their opinions and concerns.

The Tickenham Way

The Tickenham Way sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is the way we do things round here!

We encourage socially acceptable behaviour and high standards of work through recognition, praise and encouragement wherever possible and the setting of good examples by adults.

Our first approach is always praise. In addition to verbal praise, smiles and thank yous, all adults can reward good choices with house points, gems or stickers.

Learning Gems / Gem Powers		
	Amethyst	Going Above and Beyond.
	Diamond	Being able to notice a problem and thinking of ways to solve it.
	Emerald	Bounce back from mistakes and disappointment.
	Ruby	Being aware of others and how you make them feel.
	Sapphire	Keeping focused.
	Topaz	Collaboration – learning in a team.
	Obsidian	Bringing general knowledge and initiative to learning.
	Opal	Approaching learning in a creative way.

We also celebrate other achievements and award certificates in our weekly celebration service.

Children are frequently reminded of 'The Tickenham Way.' We also use the language of choices and problem solving. Any unwelcome behaviour is dealt with immediately and we communicate clearly the behaviour we expect to see. We have high expectations and this includes children completing tasks in lesson time. We ask children to make the right choice with their behaviour or suggest ways to solve the problem. We give children time out to reflect if needed. This could be:

- Time out in another classroom
- Time out in a quiet space
- Time away from other children at break time
- Time at break time to complete work

There may be occasions where children are asked to complete work at home.

Teaching children social skills is essential and a key part of our whole school curriculum. Children are encouraged to think about how they manage their emotions, their accountability for how they affect others, their ability to empathise and also how to resolve situations and make amends in event of conflict or when things go wrong, which they will inevitably encounter throughout their lives. By focusing on emotion coaching, it is hoped that more formal sanctions are needed less often.

We recognise that behaviours are a communication of our emotions and supporting children through these moments can be teachable moments. It is important that children are supported to regulate their emotions and understand how they can develop these skills.

Our approach recognises that all children need:
• to be listened to
• to be taken seriously
• to be able to express themselves
• to have reassurance of safety
• to be understood
• to understand the impact their actions have had
• to be forgiven

When appropriate, adults will use moments of heightened emotion and resulting behaviour to guide and teach about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. Emotion coaching also supports children in taking responsibility for their actions and agreeing a solution to the problem. This could include a sanction.

Emotion Coaching Summary:
Member of staff notices or is aware of a child's response.
Member of staff sees this as an opportunity to guide and teach.
Member of staff listens to the child and validates the child's feelings.
Member of staff always uses a label/name for the emotion.
Member of staff gives clear message about what is OK and what is not OK when feeling this emotion.

Emotion Coaching Example:
"I can see you might be feeling frustrated/cross/angry. Tell me what happened."
(Listen to the child)
"It's OK to feel frustrated/cross/angry. It is not OK to hit/kick/push."
There may be additional sanctions as a consequence of the choice. E.g. time out. The child is taught a more appropriate response for next time they may feel a similar emotion/situation.
"Remember, it's OK to feel frustrated/cross/angry. It is not OK to hit/kick/push. Next time, you feel frustrated/cross/angry because of…, you need to try and …"

We encourage parents to support our approach. We aim to keep parents informed of any serious/recurring incidents so that they are kept in the loop and can also support their child in resolving conflict and managing their emotions.

The majority of pupils will respond to encouragement and emotion coaching. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

In some cases, more formal sanctions are needed. This would mean a referral to the Headteacher or a member of the Senior Leadership Team who would lead the emotion coaching conversation and formally log the incident on our School Information Management System. This management tool, enables the school to monitor the frequency of more serious incidents and inform further actions if required.

We recognise that, for a minority of children, upholding The Tickenham Way may be beyond their current social and emotional developmental level. These children may have bespoke behaviour plans put in place. We may also liaise with other outside agencies.

Exclusion is an extreme step and will only be taken in cases where the safety and learning of others is being seriously hindered. The school has a separate Exclusion Policy.

This Policy should be read in conjunction with:
- Exclusion Policy
- Anti Bullying Policy
- SEND Policy
- Child Protection and Safeguarding Policy

Appendix 1

Levels of Unacceptable Behaviour

Level 1 –Examples of Low-level negative behaviours	**Level 2 – Examples of More serious negative behaviours**
• Disturbing others learning – calling out, making noises, deliberately stopping others from working, • Running in the school building • Wandering around the room during work time • Interrupting in class • Messing around while lining up • Not sharing • Wasting time • Poor attitude • Swinging on chairs • Chewing sweets/gum • Drawing on book • Fidgeting • Inappropriate talk • Not listening • Nudging	• Persistent Level 1 • Throwing resources • Damaging property • Unkind remarks about another's personality/family/work • Spitting • Misuse of toilets • Insolence/cheekiness • Teasing/winding-up • Deliberately late to class • Destroying others' work • Defiance • Lies • Throwing food • Leaving class without permission • Bad language/gestures with intent • Intended violence to another • Malicious name calling related to gender, appearance or race • Refusal to follow instructions • Walking out or away • Dangerous play • Graffiti • Arguing with an adult • Dangerous behaviour • Physical aggression/violence towards another pupil or adult
Consequences: Verbal reminder of expected behaviour Reflection time Time out in another class	**Consequences:** Sent to Headteacher Behaviour logged on Bromcom Parents informed Loss of break/lunchtime Other consequences at the discretion of the Headteacher e.g. behaviour support plan/ monitoring report