

Our behaviour policy is based on the belief that productive, collaborative behaviours for learning, are not automatically learned but must be taught, modelled and promoted by everyone in the school community. This policy establishes that all behaviour is communication and that learning opportunities must be developed to support the whole child and their wellbeing, mental health and resilience. The Governing body, staff, pupils and parents seek to develop strong relationships by creating an inclusive and positive school ethos that is embedded within our values of trust, respect, honesty, forgiveness and caring. We recognise children need both nurture and structure. Therefore, it is our responsibility to provide predictable routines and responses to behaviour, to maintain clear boundaries and expectations within the context of a safe and caring environment.

- This Policy has been created to complement our safeguarding policy and KCSIE statutory guidance.
- Where personal searches and or confiscations could be made, the school will follow government guidance: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The school is not liable for any loss or damage to pupils' personal property, whether accidental or intentional. Pupils are responsible for the safekeeping of their own belongings while on school premises.

Aims

We aim for every member of our school community to feel valued and respected, and for everyone to be treated with equity. Our school behaviour policy is therefore based on the six principles of nurture.

This policy is based on the six principles of nurture developed by nurtureuk.org

1. Children's learning is understood developmentally - The need to reinforce neural pathways to strengthen them to do the same tasks a lot of the times
2. The classroom offers a safe base - The need to feel safe and to trust our environment and the people around us to progress.
3. The importance of nurture for development of wellbeing - The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication - Language has to be heard, used, practiced and be relevant to the situation.
5. All behaviour is communication - The need to feel safe, to trust our environment and the people around us, so we can develop new modes of behaviour. Negative behaviour needs to be seen as communicating unmet needs.
6. The importance of transition in children's lives - Experiencing good relationships (and nurture) is the best predictor for learning readiness.

(Helen Hatton - ERYC Advisory Teacher BST, 2019)

Role of Parents

Parents have a vital role to play in their children's education. We strive to build strong links with parents and good communication between home and school so that we can work in partnership to support positive behaviour.

It is the parents' responsibility to:

- attend meetings with their child's teacher and other staff, aiming to be positive and productive in order to support their child's learning.
- inform the school immediately if they have any concerns about their child's welfare or behaviour.
- read all information sent home as it provides important information about relevant policies, activities and events.
- work in partnership with the school to develop positive behaviour for learning.
- support the decisions made by school so that children benefit from a consistent response.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action, as detailed in the "confrontation statement" agreed by the Governing body.

Expectations for behaviour around school

Tickton CE Primary School has a number of general expectations that are based on our Christian values. As a whole school community we will endeavour to share, promote and teach these values in different ways. At all times and wherever we are, we will all live by these values.

Classroom Rules

Class charters (rules) have been developed by the children and class staff together to be meaningful, purposeful and efficient for that class. We develop rules that allow us to work collaboratively and safely in a mutual environment. The rules we develop should allow us all to create an environment where we are all 'ready, respectful and safe'

Celebrating personal achievement

We celebrate and promote using the following:

- Verbal praise and positive gesture
- Class rewards such as pebble pot treats
- Communicating achievement of goals with parents
- Headteacher recognition
- A responsible role within school

Maintaining clear boundaries and expectations

We recognise that as a child is growing and learning they will need reminders and useful boundaries to ensure they adhere to the values of this school within this policy. We ensure predictable routines, expectations and responses to behaviour.

- Children will be given a reminder in the form of a choice to have the opportunity to reflect upon and restore their behaviour. This will be given in a sensitive way avoiding any public shaming.
- If the behaviour is repeated the child will spend time with the class teacher or appropriate adult to reflect and access further support. Details will be shared with parents.
- If the behaviour continues the child will meet with the headteacher for discussion and parents will be invited to come into school.
- A suspension or exclusion may be a reasonable, proportionate and appropriate step where the behaviour policy has been breached. (see 'fixed-term and permanent exclusions' below).

Any response will be reasonable, proportionate and appropriate to what has happened. Some more serious incidents of behaviour will require a more serious immediate response.

This policy will suitably support the core of our children. However, we recognise that we may need to make adaptations to this response to support the individual child and their need for equity. As a graduated response the school may adapt provision and use personalised learning whilst maintaining close communication with parents and keeping appropriate and useful records. We will use a child centred approach which may include intervention support groups and we may look to seek support from outside agencies such as the behaviour support service.

When dealing with all forms of inappropriate behaviour, adults should follow these three overriding rules:

- **Restore calm** - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- **Natural consequences** - we will always avoid shaming the child using behaviour as communication as a learning opportunity.
- **Fresh Start** - every child must feel that there is always opportunity for a fresh start.

Restraint

Where it has been agreed that restraint will form part of a response, staff will be appropriately Team Teach trained.

"Team Teach techniques seek to avoid injury to the service user but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe"

George Matthews - Team Teach founder.

After restraint has been used a post incident report will be written and logged.

Fixed-term suspension and permanent exclusions

All suspensions and exclusions are issued with reference to the DfE guidance for maintained schools:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

The headteacher may suspend a pupil for one or more fixed periods in any one school year. In the absence of the headteacher, an assistant headteacher will take on this function. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term suspension into permanent exclusion, if the circumstances warrant this.

If it is necessary for the headteacher to suspend a child, they will inform the parents immediately, giving reasons for the suspension; parents also receive a copy of this in writing. These are also recorded on the child's file.

The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term. The governing body cannot either suspend a child or extend the suspension period made by the headteacher. Parents are also informed of their right to appeal against the exclusion. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded.

Reviewed: February 2026

Policy review due: June 2028