Behaviour and Anti-Bullying Policy

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Policy Statement

All the stakeholders at Tottington Primary School have developed a shared vision and values that drive all the decisions that we make as a school.

At Tottington Primary School, our vision is to inspire and empower every child to 'aim high' in everything they do and be prepared for a 'future of possibilities'.

It is our aim to promote a school vision which is underpinned by our core values. We believe that our role is to guide our students to become self-aware, self-regulating, and intrinsically motivated individuals. These core values support the development of children as reflective learners within a calm, caring, happy, and purposeful environment.

Children at our school are expected to uphold and demonstrate the four values of our school. We feel these values support our pupils in becoming the best versions of themselves and positive members of our school, local and wider community. These values are:

Be SAFE **Be a TEAM PLAYER** **Have a good ATTITUDE** **Show RESPECT**

Our policy is underpinned by research in neuroscience, psychology, and ACEs amongst others. By teaching, modeling, and recognizing positive behaviour, our children are enabled to learn effectively. Staff at Tottington Primary School actively promote a positive climate for learning in everything that they do. They understand that their body language, tone of voice, facial expressions, methods of communication, and deep understanding of each individual student are critical in promoting the highest standards of behaviour. Staff are also clear that high-quality planning, teaching and assessment are key to ensure that students feel settled in school and can experience a sense of success, progress and achievement.

At Tottington Primary School we communicate our minimum standards through our **Community Charter**

This Community Charter outlines clear and agreed expectations of all stakeholders involved with the school, to ensure the best outcomes for our pupils whilst at our school and beyond.
See Appendix 1

Policy Principles

- **Introduction**

1. The Trustees of Prestolee Trust have a firm commitment to ensuring excellent standards of behaviour to allow effective teaching and learning to take place for all students. In setting and aspiring to maintain the highest possible standards, the Trustees support the Headteacher and staff at Tottington Primary School by ensuring all legal requirements to secure positive behaviour strategies are implemented. This set of principles is part of the guidance and support given by the Board of Trustees to the Headteacher in the maintenance of good discipline.

- **General Principles**

2. To foster a positive & caring school community, working together to inspire and empower all our students to achieve their full potential whatever their race, gender, class or abilities.

3. Consistently high standards of behaviour for learning from all students is essential to the fulfilment of this aim. Good behaviour promotes effective learning, and effective teaching and learning promotes good behaviour.

4. We believe in a culture of respect for each other, the school and the community, and the importance of self-esteem, confidence, resilience, and taking responsibility for our actions.

5. It is important to involve parents, carers and students in establishing and maintaining good behaviour and to provide positive role models for our staff.

6. We strongly believe in the principles of equal opportunities and value cultural diversity.

7. We will not tolerate bullying, violence, sexual harassment, foul or abusive language, racism or sexism or any form of discrimination against any student, member of staff, parent, carer or visitor to the school.

8. We expect that appropriate rewards and sanctions will be used to secure positive standards of behaviour for learning throughout the school. The school has developed a clear system of rewards and sanctions which are applied consistently.

9. We have a responsibility and desire to support those students with social, emotional, and mental health (SEMH) needs to enable them to be educated with their peers wherever possible.

10. We endorse the school's behaviour policy and undertake to monitor its effectiveness and to support staff in its implementation.

11. We are committed to ensuring that teachers can teach, and students can learn in an atmosphere of respect, security, and enthusiasm.

We expect that the behaviour policy will be followed at all times when students are on the school site and whenever they are involved in off-site activities.

The Behaviour Policy should be read in conjunction with the following policies:

- Equal Opportunities
- Special Educational Needs
- Safeguarding & Child Protection
- Restrictive Intervention
- E-safety
- Complaints
- Uniform

Staff at Tottington Primary School have the right to regulate student behaviour and to impose sanctions when students fail to observe the school rules or other expectations in relation to the safety & well-being of others. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach, and students can learn. All parents/carers are required to sign the Home/School Agreement when their child starts at Tottington Primary School and in doing so agree to support the school in the implementation of the Behaviour Policy.

Roles & Responsibilities

All staff at Tottington Primary School play an important role in supporting positive behaviour for learning. Behaviour is taught and modelled through our curriculum for behaviour, right across school. It is everyone's responsibility to proactively support our approach, and to support in managing behaviour. When dealing with undesired behaviours, class teachers and TAs will, in the first instance, manage the behaviour of pupils following our clearly defined sanctions flowchart. If behaviour continues to be poor, members of senior leadership team or learning mentor may become involved. Senior leaders within the school will support all staff in ensuring a positive learning environment. Parents and carers will also play an important role in this.

Parents and carers

Tottington Primary School aims to work in partnership with parents and carers at all times; providing regular updates on their child's behaviour and informing them promptly of any emerging difficulties. Parents and carers are expected to support the school in upholding our behaviour expectations and creating an orderly climate for learning. Parents and carers are expected to read and sign the school Home School Agreement with their child; support their child in adhering to the TPS Community Charter; inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

Promoting Positive Behaviour for Learning

At Tottington Primary School we believe that good behaviour needs to be modelled and taught. Staff are expected to talk to students as if their parents were sat next to them and strategies such as shouting are not considered appropriate in our school, both because they indicate a loss of control on the part of the adult and because it tends to escalate situations and inhibit communication.

All staff have access to a range of CPD opportunities to develop their 'behaviour for learning' strategies and skills. Suggested strategies for promoting positive behaviour are available in the Appendix and are regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of students to discuss and share supportive ideas. We ensure that all supply teachers are provided with a summary of our behaviour policy and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be explicitly taught through our Curriculum for Behaviour, as well as ensuring that positive behaviour for learning is reinforced throughout school life (assemblies, lesson times, other activities and trips) as appropriate. Our routines and classroom resources are designed using Widgit symbols, making them accessible to all, regardless of age or ability. These routines are rehearsed and refined throughout the year. We ensure that students new to the school are fully inducted into the expectations of the school and that they understand the behaviour policy.

Logging of pupil behaviour - Track It Light System

At Tottington Primary School we use an online system called 'Trackit Lights' to log and track student behaviour. This is a visual, interactive whiteboard tool, supporting children in taking ownership of their own behaviour. When children are seen displaying positive or negative behaviours, these are logged on the system. The behaviours logged in this system link with our

agreed school behaviour expectations, values and community charter.

Behaviours are grouped into 4 colours:

GREEN – positive behaviours

ORANGE – negative behaviours

YELLOW – negative behaviours

RED – negative behaviours

SLT regularly monitors the behaviour of the children in the school using this system and generating reports. This information enables us to respond to the needs of individual, class and whole school needs. Staff regularly come together to look at the data, and how best we can support pupils or classes with issues that may arise. Key data is shared with pupils to allow them to understand more about how behaviour may be impacting learning; to celebrate what we do well and identify targets for improvement. Red behaviours are additionally logged on our CPOMs monitoring system. Further information about how this system works can be found in the **Home School agreement** and on our **website.**

Rewards & Sanctions

All rewards and sanctions are to be applied fairly and equitably, ensuring that no children are disadvantaged. We recognise the importance of rewarding children for continuous positive behaviour and not just those 'trying' to behave. All sanctions should be appropriate with the behaviour displayed and should be a logical consequence of the action.

Rewards – consequence of positive behaviours

We believe that recognising and rewarding desired behaviour is more likely to encourage repetition, and in some cases may be more effective than sanctioning unacceptable behaviour. The school has a range of rewards available which are reviewed regularly in consultation with students. To ensure that students find them sufficiently motivating, we aim to strike a balance between immediate short-term rewards that recognise good behaviour and improvements in behaviour and longer-term rewards which recognise sustained good behaviour over time. We also seek to recognise individual student achievements with rewards based on the achievement of individual social and behavioural targets. Here are some of the rewards on offer to children:

- Verbal praise
- Stickers
- Name on class recognition board
- Star of the Week Awards

- Green Point on Trackit lights.
- Stickers for the pupils who earned the highest number of green points each week.
- Certificates for reaching certain amounts of Trackit light green points.
- Termly Exceptional behaviour recognition event of an additional breaktime.
- Praise Postcards – linked to our school values

Sanctions – consequences of negative behaviours

Teachers, teaching assistants and other paid staff with responsibility for students at Tottington Primary School have the legal power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate sanctions. **See Sanctions flowchart for planned procedures for giving out sanctions (Appendix 2)**We know it is important to challenge unacceptable behaviours so that the learning of all pupils in school is not disrupted, and that all pupils are safe and happy. Staff always use positive classroom management techniques, allowing pupils to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop, presenting a calm clear statement of expectations. A consistent, fair, and transparent behaviour system allows pupils to feel comfortable with what is expected.

Children who are not meeting the school's expectations will have sanctions imposed as follows:

- Warning given - this could be non verbal (eg hand gestures) or verbal; phrased in a positive manner of the desired behaviour.
- If a behaviour continues, it is recorded on our Trackit lights system as amber.
- If a behaviour continues, it is recorded on our Track it lights system as yellow. Reflection time for this is taken within their own classroom, or another class in the phase.
- If a behaviour continues, it is recorded on our Track it lights system as red. Reflection time for this is taken at playtime or lunchtime. A phonecall will be made to parents to share this.
- Serious negative behaviour may lead to bypassing the amber and yellow, and going straight to red. For example, if violence occurs.
- In extreme cases the loss of the whole playtime/lunchtime or an exclusion may be appropriate.

Restorative Conversations & Reflection Time

At Tottington Primary School, if negative behaviour escalates, restorative tasks, conversations and meetings take place. The focus is to help the child reflect on the thoughts and feelings that are driving the behaviour, as well as the consequences of their behaviour and how it has affected others. The goal is to identify any needs of the pupil, identify strategies to resolve and repair the issue and equip them with the self-awareness to regulate their own behaviour moving

forwards.

At our school we provide children who display negative behaviour, with the opportunity to **reflect and reset** these choices. Each classroom has a calm corner where children can reflect and reset if they are displaying orange or yellow behaviours on Trackit Lights. Children displaying red behaviours carry out reflection time with a member of SLT during playtime or lunchtime. During reflection time, children will carry out a restorative reflection task that will help them **reflect and reset.** Children across the school carry out age-appropriate reflection time.

- YR – 3 mins
- Y1/2 – 5 mins
- Y3/4 – 7 mins
- Y5/6 – 10 mins

Pupils Requiring Additional Support

Tottington Primary School recognises that some students require additional support to conform to the expectations of the high standards of behaviour at our school. We also recognise the impact student behaviour can have on staff well-being. We aim to ensure that effective strategies for individual students or groups are shared and that staff feel supported.

Students who require additional support may be:

- Offered support from their teacher, Learning Mentor, SENCO, or senior leader.
- Individual targets for improvement will be agreed and will be regularly monitored. Strategies for supporting the pupil will be clearly laid out, and these may be recorded on a Learning Plan - Parents will always be informed of these plans, and they will be regularly reviewed. These are discussed further below.

Learners with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

• has difficulties in learning which are significantly greater than the majority of other learners of the same age; or

• has a disability which prevents or limits them from accessing the curriculum; or

• has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the learner receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of learners with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a learner may face as a consequence of their disability

compared to their nondisabled peers.

A reasonable adjustment that may be made would be to impose a lesser sanction for a learner whose behaviour is as a consequence of their disability than would be imposed for a learner exhibiting the same behaviour who does not have that disability. For our pupils with the highest levels of need, behaviour will be recorded in a way that enables staff to distinguish between behaviour that requires a behavioural response and behaviour that may be a communication of, or directly linked to, a pupil's additional needs. This approach ensures that records provide an accurate picture of the pupil's behaviour and underlying needs, supporting appropriate, proportionate, and inclusive responses. Staff will consider the individual circumstances and needs of each pupil when recording and responding to behaviour, in line with the school's SEND and behaviour policies. As part of this recording, staff will:

- provide an accurate account of what happened;
- identify patterns, triggers and frequency;
- distinguish between behaviour and identified/suspected SEND needs;
- record relevant context;
- identify when a behaviour incident also constitutes a safeguarding concern;
- be shared with the DSL where appropriate.

Advice will be sought from external agencies where necessary to assist with putting appropriate support strategies in place, which will be monitored and reviewed. Please read the school **Special Educational Needs Policy** for more information.

The school will regularly review all students who are referred for additional support in order to ensure that their needs are met. Where inadequate progress is being made, the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (e.g., CAMHS, SEMH team, Social Care, Inclusion Team).

Safeguarding

The school recognises that behaviour and safeguarding are closely connected. Some behaviours may indicate that a child is experiencing, or is at risk of experiencing, abuse, neglect, exploitation or other harm. Staff will therefore consider the context and underlying causes of behaviour and will not assume that a behaviour incident is solely a disciplinary matter. This is particularly important for pupils with SEND or additional needs, for whom behaviour may be a form of communication or may be linked to unmet needs. Where behaviour raises a safeguarding concern, staff must report this to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay and follow the school's child protection procedures. The school will respond to bullying, child-on-child abuse, discriminatory or prejudice-based behaviour, sexual harassment, harmful sexual behaviour and online harm in accordance with its behaviour and safeguarding procedures. Behaviour and safeguarding records will be maintained appropriately and used to identify patterns, triggers, vulnerabilities and emerging concerns.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all learners and staff, and this includes protection from bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect), cyber-bullying, prejudice-based and discriminatory bullying.

The school wants to make sure that all learners feel safe and are accepted in the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

The school practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the school's curriculum, through the active development of learners' social, emotional and behavioural skills, assemblies, PSHE curriculum and is embedded in daily school life. It is made very clear to learners what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

Sexual Harassment & Violence

Tottington Primary School is determined that all students should feel safe and happy at school and enjoy their education. A key feature of this is the strong stance taken against all forms of sexual harassment or violence. The school will ensure that all incidents of sexual harassment or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Please refer to the school **Safeguarding & Child Protection Policy**.

Behaviour out of School

Students are expected to uphold the excellent reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Tottington Primary School cannot be responsible for student behaviour when they are out of school (not supervised by school staff) but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve students from our school.

Online behaviour

The school promotes and teaches children about the safe and responsible use of the internet and online platforms. Incidents of students misusing it and posing a threat or harm to other students will be followed up by the school and sanctions put in place as required. Please refer to the school **E-Safety Policy** and **Acceptable Use Policies.**

Tottington Primary School staff follow current guidance and age limits for social media and other applications in which children are engaging with peers online. Where a member of staff has reasonable grounds to suspect that a learner is using social media/ applications in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's safeguarding team. Following any such report, an investigation will follow during which a safeguarding lead may ask that the learner gives them access to their social media account. If the learner refuses to cooperate and will not give assess to an authorised member of staff during an investigation this could lead to an adverse decision taken against the learner. Parents will be informed if a breach has reached this level of intervention.

Exclusions

Tottington Primary School is committed to using exclusion as an absolute last resort after all other strategies for improvement & sanctions have been exhausted. Permanent exclusion is extremely rare and is never used for particularly vulnerable students. Where exclusion is used the school conforms to the Bury Council and DfE guidance.

If students are excluded for a period of less than five days, the school will provide work – it is the parent's responsibility to ensure the student completes the work and returns it to the school for marking. Students are NOT to be in a public place during an exclusion. From the sixth day of an exclusion students will be expected to attend at a place of learning that will be arranged with the local authority. In the event of a permanent exclusion the LA will contact parents with details of the provision in place beyond the fifth day.

Reintegration interviews (back to school meetings) are considered to be a vital part of the reintegration process and provide parents, the student and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a student's successful readmission. If parents do not attend a scheduled reintegration interview additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and would only be used when the school has exhausted all other strategies. The LA is always involved and wherever possible the student is transferred to more appropriate provision rather than being excluded (managed move).

Use of reasonable force

The school strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the headteacher has given the responsibility to be in charge or in control of the learners) are **lawfully permitted to use reasonable force to prevent learners committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.**

This power extends to times when staff are lawfully in charge of learners but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, learners may get anxious or agitated and strategies used to help learners calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the learner's own safety, the safety of other learners and staff, or to ensure that property is not seriously damaged. All incidents where learners need to be held to help them to calm down will be recorded, any and parents will be informed as a matter of course. Please see our Restrictive Intervention Policy for more information.

Screening and Searching

Our school rules make it quite clear that only agreed items can be brought into school. The staff reserve the right to screen all students for banned objects – this may involve asking students to turn out their bags or searching lockers. It may occasionally be necessary to search a student but only with their consent. This will only be done when the school has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of staff.
- Searches will be conducted out of sight of other students.
- Suspicion may be aroused:
    - as a result of a positive screening;
    - because a student is acting suspiciously (e.g. attempting to hide something);
    - as a result of a tip off by a parent, carer or another student;
    - because of something said by the student.
- There will always be two members of staff present when a search takes place. Where possible, both members of staff will be of the same sex as the student.
- Students will NOT be 'frisked' or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the search students will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- All searches will be logged and recorded.

Parents/carers will always be informed if a student has been searched and the result of that search.

Students will NOT be searched without their consent – if the school has reason to believe the student requires searching and he/she refuses consent, parents/carers informed and the police contacted if needed.

(For more information see DfE guidance:
http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20guidance%20%20%20for%20school%20leaders%20staff%20and%20governing%20bodies.pdf

Data

The school collects a range of behaviour data including:

- Exclusions;
- attendance and punctuality;
- records of rewards;
- records of incidents and sanctions;
- records of racist, disability or homophobic incidents.

Data is analysed at individual student level on a regular basis. Patterns of poor behaviour are reviewed and is used to inform referrals to school-based interventions and/or referrals to outside agencies.

Data is analysed on a whole school basis by the Learning Mentor in conjunction with the SLT and is used to identify 'hot spots', monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Equalities Policy.

Data is presented to whole staff meetings, SLT meetings and Trustees in order to support the evaluation of the impact of the policy.

Equality statement

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with The Equality Act 2010 and covers both direct and indirect discrimination.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix 1

TPS Community Charter - Pupils

We are one team aligned to common goals, agreed priorities with a shared vision and values.

Be SAFE

- Line up and walk quietly, calmly and safely at all times on the school site.
- Sit on chairs safely and appropriately.
- Only wear items to school that are in our uniform policy.
- Only enter a classroom when accompanied by an adult.
- Only bring agreed items into school.
- Speak to an adult if you or someone you know does not feel safe.
- Play safe games.

Be a TEAM PLAYER

- Respect and celebrate all children, regardless of differences.
- Demonstrate fair play and healthy competition.
- Treat others the way you want to be treated.
- Share and take turns with others, include everybody.
- Demonstrate kind words and kind actions.
- Listen to the viewpoints of others, and take on board their ideas.
- Work together to achieve success!

Have the right ATTITUDE

- Approach school life and your work with a positive outlook.
- Be ready to learn
- Always aim high, and try your best.
- Have a go independently before asking for help.
- Show perseverance and resilience when meeting a challenge.
- Correct, full uniform must be worn at all times.
- Take responsibility for your actions.

Show RESPECT

- Speak appropriately for your audience.
- Wait until it is your turn to speak.
- Be polite and courteous to everyone and use good manners.
- Ensure you are actively engaged and listening in lessons.
- Demonstrate self-respect.
- Follow instructions the first time.
- Only use equipment for what it is intended for.

TPS Community Charter – Parents & Carers

Be SAFE

- Follow the school's policies and procedures related to safety.
- Maintain open lines of communication with the school regarding any safety concerns or changes in your child's routine.
- Educate your child about personal safety, including stranger danger, safe online practices, and appropriate boundaries.
- Ensure that younger children are appropriately supervised, especially during arrival and dismissal times.
- Promptly report any safety concerns or suspicious activities to the school.
- Stay updated on safety-related information provided by the school, such as newsletters, emails, or website announcements.
- Encourage your child to take fire drills and lockdowns seriously and understand their purpose.

Be a TEAM PLAYER

- Work together with teachers and staff to support your child's education.
- Recognize that everyone in the school community may have different opinions, experiences, and ideas.
- Embrace diversity and inclusivity within the school community. Treat all parents, students, and staff with kindness and acceptance.
- Be willing to share helpful resources, information, and experiences with the school and other parents.
- If you have concerns or suggestions, provide constructive feedback to teachers and school leaders in a positive and solution-oriented manner.
- Recognize and celebrate the achievements of students, teachers, and the school community.

Have the right ATTITUDE

- Show interest in your child's education and collaborate with teachers to support their learning journey.
- Foster positive relationships with other parents and engage in collaborative efforts to support the school community.
- Avoid gossip or negative discussions, and instead, focus on building relationships, celebrating achievements, and fostering a sense of belonging for all.
- Actively participate in school events, such as parent evenings, curriculum nights, and fundraising activities.
- Demonstrate positive attitudes and behaviors to your child.
- Contribute to the school community by volunteering their time and skills.

Show RESPECT

- Lead by example and demonstrate respect towards teachers, staff, and other parents.
- Encourage your child to follow the rules and expectations set by the school.
- Maintain open and constructive communication with teachers and school leaders. Share any concerns or feedback in a respectful and timely manner.
- Familiarize yourself with and follow school\'s policies and procedures, including those related to attendance, punctuality, dress code, and behavior.
- Respect the privacy and confidentiality of other students, parents, and staff.
- When interacting with other parents or members of the school community engage in positive and respectful communication.

TPS Community Charter - Staff

Be SAFE

- Follow the school's safeguarding policy, health and safety policy, emergency procedures, and any other relevant guidelines.
- Report any safety hazards or concerns to the appropriate person.
- Adhere to security protocols, such as signing in and out, wearing identification badges, no use of personal mobile phones.
- Familiarise and understand the individual health care plans of children in their care.
- Maintain a clean, organized and safe work environment.

Be a TEAM PLAYER

- Promote a culture of sharing ideas, supporting one another, and working towards common goals.
- Show support and respect for the ideas, opinions, and contributions of others.
- Provide a wealth of opportunities for children to work with different groups of children and adults and model healthy competition.
- Engage in open and honest communication with your colleagues, pupils and parents.
- Encourage and uplift members of the school community, celebrating their successes and supporting them during challenges.
- Foster a culture of continuous learning and professional growth within the team.

Have the right ATTITUDE

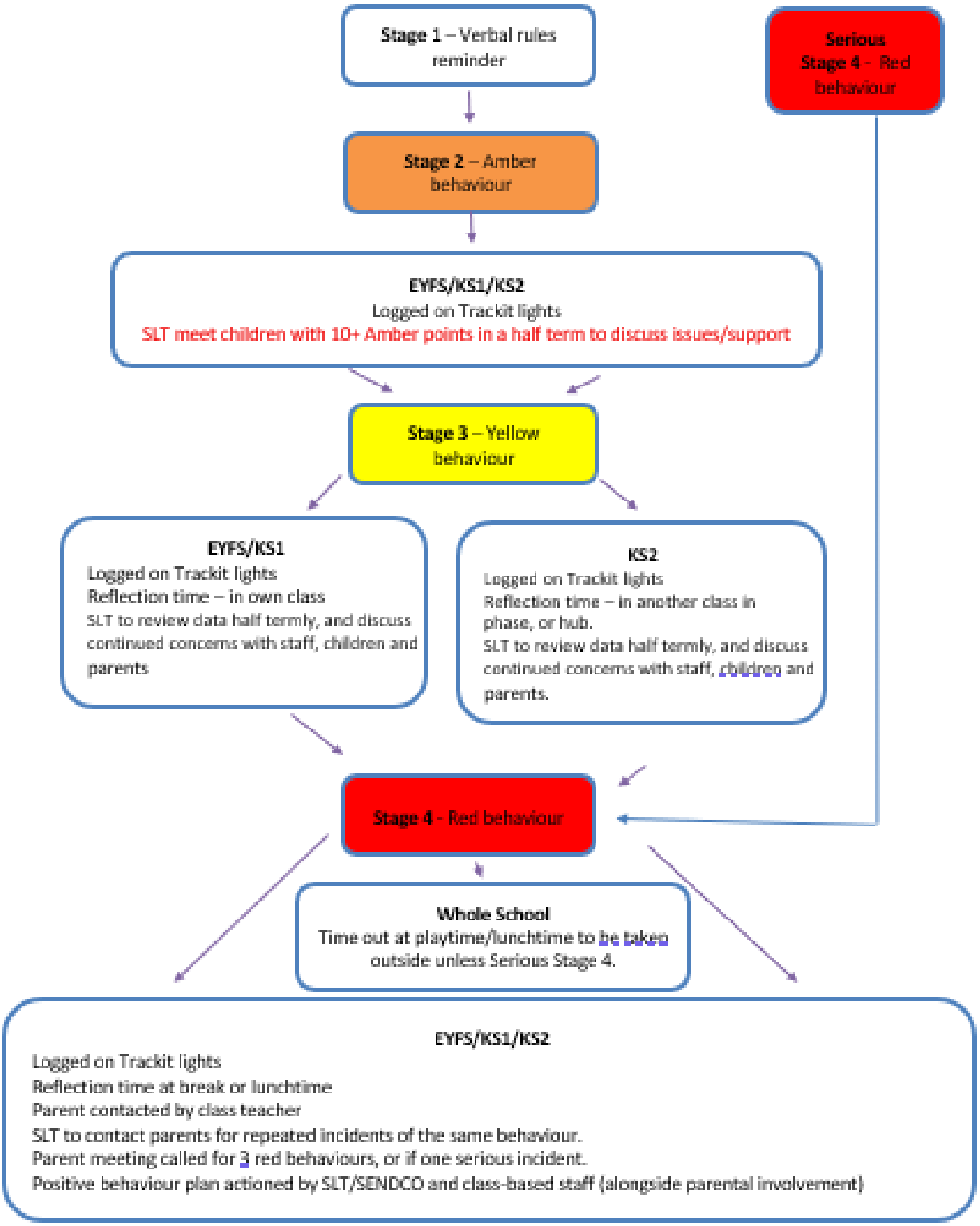
- Model a positive attitude and behaviour.
- Be caring, respectful, tolerant and supportive to all.
- Display professionalism in all interactions with colleagues, students, and parents.
- Practice open and honest communication with all members of the school community.
- Encourage a culture of continuous learning and improvement with a growth mindset.
- Foster a pupil-centred approach to teaching and learning that focuses on individual growth and success.

Show RESPECT

- Show kindness, empathy, and understanding towards all members of the school community.
- Communicate respectfully, using professional language and a respectful tone.
- Embrace the diversity of the school community.
- Maintain confidentiality when dealing with sensitive information about students, staff, or parents.
- Maintain appropriate professional relationships with colleagues, students, and parents.
- Recognize and appreciate others contributions.

TOTTINGTON PRIMARY SCHOOL

SANCTIONS FLOWCHART



Appendix 3

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

START OF LESSON

1. Teacher to be present before pupils.
2. Teacher stands at door of classroom to 'meet and greet' at the start of each day. Ensure everyone understands every day is a 'fresh start'.
3. Ensure start of lesson routine is understood and kept to.
4. Visual timetable on show to pupils so know the planned lessons for the day.

DURING LESSON

1. Understand that all behaviour is a form of communication.
2. High expectations of work and behaviours for learning.
3. Good / outstanding teaching encourages positive behaviour for learning – pay attention to planning, pace, interest and variety, differentiation, visual cues.
4. Ensure your classroom is a calm and useful environment by: use of natural colours and plants; displays to support learning; layout of room ensures easy access/exit routes; all students can see IWB or teaching visuals.
5. Ensure school rules, recognition and consequences are visible to all – use the rules as a buffer – depersonalise.
6. Praise well – 'catch them being good'. Use recognition system.
7. Know your students well and understand their needs. Ensure you use strategies recommended in PBPs, etc. Be familiar with student targets and use achievement of targets (or not) to differentiate rewards and sanctions.
8. Make opportunities to build positive relationships in unstructured time.
9. Watch language, tone, posture, body language, etc. Remain calm and cool at all times.
10. Allow students 'processing time' – do not be too quick to impose sanctions for non-compliance. Restate instruction and offer advice regarding expected behaviour.
11. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives.
12. Effective use of AfL encourages motivation and engagement.
13. Never 'threaten' – instead 'promise'. Ensure you always follow through on what you have said.
14. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible. Record student behaviour (both positive & negative) on Trackit Lights.
15. Reflect. Don't be afraid to admit you got it wrong and change your practice the next time.

END OF LESSON

1. Allow enough time for plenary and reflection on success and progress with what has been achieved – if not why not? Award points. Encourage self and peer assessment.

2. Ensure an orderly and calm dismissal from the teaching area.

AROUND THE SCHOOL SITE

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – be on time and in the correct place.
3. Take opportunity to build relationships with pupils – talk to pupils and encourage them to participate in group activities.
4. Intervene quickly whenever incidents occur – follow correct procedures consistently.
5. Corridors kept clean and tidy with motivating/informative displays.
6. Use Trackit Lights to inform teachers, SLT and learning mentor of good and poor behaviour out of class so students can be rewarded / held to account.

Appendix 4

TOTTINGTON PRIMARY SCHOOL - POSITIVE BEHAVIOUR PLAN

Introduction

A Positive Behaviour Plan for an individual student should be seen as an integral part of the whole school process of education and care. It must be consistent with the fundamental values and ethos of Tottington Primary School. It's success will be derived from a whole school response to promoting positive behaviour for learning and an understanding that all staff are focused on enabling our students to succeed, whether in a lesson, learning in the community or at other times of the school day, including on transport.

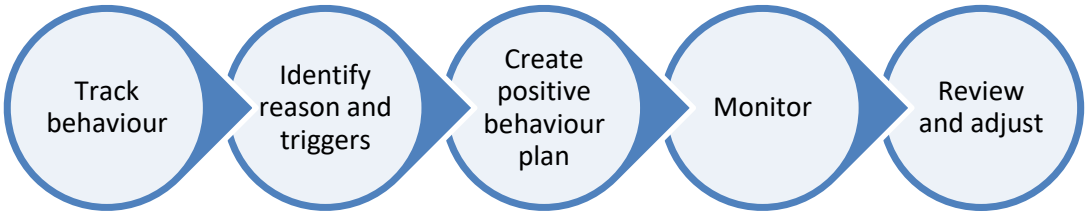
Where there is an identified potential for an individual student to repeat behaviour that may be dangerous to themselves, others or property it is good practice to draw up a Positive Behaviour Plan for that child. The need to do so may be evidenced by documentation that could be included in the student's EHCP or previous accident and injury recording and reporting procedures.

Principles

The Positive Behaviour Plan is based upon five main principles:

- That the pupil and parent/carer is involved from the outset.
- That the plan improves curriculum access.
- That a specific target/s is set which aims to reduce incidents of undesirable behaviour.
- That the plan is based upon changing conditions and approaches toward the student from one of control to one of co-operation and, as such, is reviewed regularly.
- That it affords the individual student with opportunities to take responsibility for, and subsequently change, their behaviour.

It is acknowledged that, even with the best planning, there may be situations where the pupil may participate in violent, aggressive or self-abusing behaviour. However, as professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur. Staff will follow the process below:



Production and review

The need for a behaviour plan for a particular pupil may be identified by any member of staff at any time, but will be agreed in liaison with SLT. The production and monitoring of the plan will be the responsibility of the class teacher.

The plan will be reviewed regularly (at least half termly) by the class in consultation with colleagues, parents and the pupil. The specific needs of the pupil must inform the nature and content of the PBP.

The pupil needs to be supported appropriately to fully understand:

- what specific behaviour/s is considered undesirable
- what they need to do to improve (changes to be achieved)
- how they will be supported (at school and home)
- any consequences of their behaviour (rewards & sanctions)

Normally a PBP will contain a maximum of 3 targets. It is good practice to include a more easily achievable target (a 'quick win') to provide encouragement to the student; perhaps a shorter time frame. If a target is consistently not being met, then consideration should be given to amending the target and/or changing the strategies of support. Targets should not remain unchanged for more than 2 reviews.

If it is agreed that an updated plan is required, this will be disseminated to all colleagues promptly.

Staff Training and Induction

It is recognised that staff may on occasion feel underprepared to deal with certain incidents of challenging behaviour. The school is committed to providing the training and support to ensure they can confidently manage challenging situations (in line with our Behaviour Policy) and understand the strategies for promoting positive behaviour for learning.

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Further training, if required, should then be highlighted as an integral part of the annual performance management review process or, if at other times in the year, discussed with the line manager.

Pupil Name: **Class:** **Start Date:** **Plan no:**		**Teacher:** **Parent:**	
Behaviour Observed and pupil's desired outcome: **How to support me in escalation:**		**Triggers:** *Lesson/Time/People/Action*	
Target	**Strategies/Resources** *preventative/teaching points*	**Success Criteria**	**Evaluation:**
1.			
2.			
3.			
Next steps:			