



Tittensor First School Policy on Positive Behaviour

Policy date: September 2025

Review date: September 2026

Learning and growing together as we follow Christ

Staff and Governors of Tittensor First believe that positive behaviour and relationships is essential for effective learning. We also believe that pupils and staff have the right to teach and learn in an environment which is safe, friendly, peaceful, positive and fair. Our school places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour and relationships must be carefully modelled and taught. Through the careful teaching of our vision and values of: Love, Faith, Hope, we embed kindness through our Christian Distinctiveness. We promote positive relationship through our caring culture.

We emphasise potential, reward success and give praise for effort and achievement. We believe it is important to have a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently. Our adults lead by example and care for our children and through well-developed, planned and stimulating learning opportunities, children accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and actions.

We believe that positive behaviour means that everyone in school is displaying our three rules:

***Be respectful
Try our best
Keep ourselves and others safe***

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Tittensor First School and ensuring the happiness, the developing kindness and learning of every individual in our community. It will do this through:

- Encouraging a calm, purposeful, positive and happy atmosphere within school.
- Helping our children develop into caring and kind individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own choice of actions.
- A consistent approach to promote positive relationships throughout the school with parental co-operation and involvement.
- Help create a positive, stimulating learning environment where positive attitudes and relationships are encouraged and rewarded.
- Ensure that everyone is clear about their role when developing positive relationships and behaviour in the school.
- Model positive relationships and explicitly teach kindness.
- Reward and encourage positive behaviour and kindness.
- Use sanctions where appropriate, in accordance with this policy, but in private.
- To develop skills necessary to resolve conflict resolution: Restorative Practice.

Encouraging Positive Behaviour and Relationships

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community through the implementation of our Christian Values and ethos.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PSHE.
- Developing the voice of the child, through for example the School Council, Kindness Ambassadors, Prayer Ambassadors, etc.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment and communal areas.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared, stimulating and challenging.
- Teach and model kindness.

At Tittensor First School, we believe it is vital that positive behaviour is rewarded through our Christian values and principles, both in the classroom and around the school.

This policy also applies to all school clubs.

Pupil Rights	Pupil Responsibilities
☺ Be valued as members of our Christian school community. ☺ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns. ☺ Make mistakes and grow from them. ☺ Be treated fairly, consistently and with respect. ☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon. ☺ Be taught in a pleasant, well-managed and safe environment. ☺ Work and play within clearly defined and fairly administered codes of conduct. ☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; ☺ Develop and extend their interests, talents and abilities.	☺ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead. ☺ Respect the views, rights and property of others, and behave safely in and out of class. ☺ Co-operate in class with the teacher and with their peers. ☺ Work as hard as they can in class. ☺ Conform to the conventions of positive behaviour and abide by school rules. ☺ Seek help if they do not understand or are in difficulty. ☺ Accept ownership for their own actions and learning, and to develop the skill of working.

The Rights and Responsibilities of Everyone at Tittensor First

OUR PUPILS

For a safe and happy school we are expected to...

- ✓ Arrive at school on time.
- ✓ Wear our school uniform.
- ✓ Show respect to everyone in school.
- ✓ Be truthful, well-mannered and kind;
- ✓ Take pride in our school building.
- ✓ Walk sensibly and quietly around school.
- ✓ Set a good example to others.
- ✓ Exercise self-control.
- ✓ Enter the school quietly and calmly.

The Rights and Responsibilities of Everyone in Tittensor First

OUR STAFF

Staff Rights	Staff Responsibilities
☺ Work in an environment where common courtesies and social conventions are respected. ☺ Express their views and to contribute to policies which they are required to reflect in their work. ☺ Adhere to the teaching standards and take on opportunities for professional development. ☺ Adequate and appropriate accommodation and resources. ☺ To be treated with care and dignity from all members of our school community;	☺ Adhere to behaviour framework outlined for all staff. ☺ Greet children at the beginning of each day. ☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked. ☺ Show interest and enthusiasm in the work in hand and in their pupils' learning. ☺ Listen to the pupils, value their contributions and respect their views. ☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind. ☺ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice. ☺ Share with the parents any concerns they have about their child's progress or development. ☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development.

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	☺ Report suspected cases of safeguarding to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. ☺ Follow up any complaint by a parent about bullying, and report back within one week on
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The Rights and Responsibilities of Everyone in Tittensor First

OUR PARENTS

Parents/ Carers Rights	Parents/ Carers Responsibilities
☺ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently. ☺ be informed promptly if their child is ill or has an accident, or if the school has concerns about their child. ☺ be well informed about their child's progress and wellbeing. ☺ be well informed about school rules and procedures. ☺ a broad, balanced and challenging curriculum for their child. ☺ be involved in key decisions about their child's education.	☺ ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead. ☺ be aware of school rules and procedures, and encourage their child to abide by them. ☺ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home. ☺ act as positive role models for their child in their relationship with the school. ☺ attend planned meetings with teachers and support school functions. ☺ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical circumstances.

Rewards

We at Tittensor First School not only promote and teach positive behaviour and relationships with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour, kindness and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

The Dojo system of reward is used throughout the school as a means to celebrate positive behaviour with parents and carers on an instant basis.

Other rewards in school are:

- ✓ Verbal praise and smiling at children.
- ✓ Verbal or written praise to parents about their child.
- ✓ A simple word of thanks.
- ✓ Stickers or stamps.
- ✓ Certificates.
- ✓ Written comments in books.
- ✓ Sending the child to another teacher: Head teacher award, presentation award, Writer of the Week.
- ✓ Website/Dojo celebrations.
- ✓ Special responsibility jobs for pupils e.g. Kindness Ambassadors, School Council, Eco Warriors, Playground Leaders, Buddies, Reading Ambassadors, Prayer Ambassadors.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Tittensor First School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that sanctions are not a personal matter but a result of a poor choice been made.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.
- Follow a Restorative approach to poor behaviour at all times.

Class Plan for Learning

As a school we will;

- Teach and model positive behaviour and relationships just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Sanction in private, praise in public

Positive Recognition/ Rewards

Rewards:

- | | |
|-------------|--------------------------|
| 1. Praise | 4. Dojo/Team Points |
| 2. Stickers | 5. Certificates |
| 3. Stamps | 6. Special Class Rewards |

Consequences

If I choose to break a rule the following steps will be taken:

- | | |
|---|---|
| First time a pupil breaks a rule... | Reminder (attention drawn to rule) |
| Second time a pupil breaks a rule... | Verbal Warning |
| Third time a pupil breaks a rule... | 3/4 minutes on the thinking spot or time away from play time. |
| Fourth time a pupil breaks a rule... | Follow a Restorative Approach |

***Severe Clause: Remove from class and send to Head Teacher depending on the severity.
Following the child been sent to Head Teacher the child will receive a Restorative Meeting***

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management:

- ✓ **Positive Feedback-** Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ✓ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ✓ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ✓ **Non-verbal Cues-** the "look".
- ✓ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ✓ **Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ✓ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ✓ **Physical Proximity-** move closer to a disruptive pupil
- ✓ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ✓ **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a Dojo to those who go straight back to their task."
- ✓ **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- ✓ **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ✓ **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ✓ **Private Reprimand-** a quiet word rather than a public confrontation.
- ✓ **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Restorative Justice

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Tittensor is a restorative school that takes a restorative approach to resolving conflict and preventing harm. Staff are trained to use restorative dialogue to prevent conflict, build relationships and repair harm by enabling adults and children to communicate effectively and positively. We feel that this has a lasting effect on those children that are hard to reach with other positive behaviour approaches that we practise.

Individual Behavioural Support

If a child continually disregards the rights of others and fails in his/her responsibility to the rest of the community, then a more individual approach is required. Parents are involved and the class teacher places the child on the SEN Cause for Concern. The behaviour is monitored and if necessary, the child is then placed on the SEN register at School Action for Behaviour.

Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance called: Exclusion from maintained schools, academies and pupil referral units in England (June 2012). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Under the Equality Act 2010, due regard has been given to equality considerations when reviewing this policy in accordance with the requirements of The Single Equality Act 2010

Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was:

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

Individual Emotional Support and SEND

Social, Mental and Emotional Health (SME) is one of the categories of Special educational Needs in the 2014 Code of Practice. A pupil may be placed on the SME Code of Practice for social, mental and emotional needs, when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

If a child continually disregards the rights of others and fails in his/her responsibility to the rest of the school, then a more individual approach is required. Parents are involved and the class teacher places the child on the SEN Cause for Concern. The behaviour is monitored and if necessary, the child is then placed

on the SEN register and an Emotional Literacy Support Plan devised around the needs of the child. Emotion Coaching/ELSA and support around feelings will take place.

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Assistant Head in conjunction with the Head Teacher. This Positive Behaviour Policy will be reviewed by the Pastoral Care Assistant Head with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy and will support the Pastoral Assistant Head in the review process.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- PSHE
- Attendance

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives "cooling off" time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy (DE, 2004)
- Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- Consistency of approach from all adults
- Give the following messages to all pupils:
"I want you to succeed in my class," "You are responsible for your own behaviour."

Appendix 2

School Routines

Walking around school

- You should wait patiently for those younger children who move more slowly
- Let the younger children go first – adults to show the children
- Waiting at doors/Holding doors
- Quietly at all times
- Silently if lessons are on
- Teachers to set an example
- Teachers to be visible
- Organise lines and adult leading might be the only way at first to reiterate expectations – whole class and groups

In Worship

- Leading teacher to be there first to set the expectations
- Silently in and silently out
- Classes sit in order of year group
- Stand with feet apart (for sensible spacing) until asked to sit down
- Sitting cross legged
- Put up hand if pupil needs to move if they are squashed
- Classes in on time
- Leaving the assembly – older children escort younger pupils when class teacher not present
- If children wish to talk to the leading teacher about the worship, they should wait until the end

At dinner time

- Supervision is regular and ensures that they are quiet in the dining hall
- Children to be exited to an appropriate place, if behaviour is unacceptable
- Children must speak respectfully to Lunchtime Supervisors
- Children need to line up quietly, walk in quietly and stay in line – one behind the other
- Adhering to equipment rota – gym only being used by those who should be

At playtime

- Immediately still and quiet when bell goes
- All children to be listened to when approaching an adult on duty
- Go to toilet at playtime – not at end of play
- Imaginative games are encouraged, dangerous games are not allowed

Before school

- No ball games
- Children are not to use any of the outside equipment, e.g. climbing wall, adventure trail, Foundation Stage equipment

After school

- Walking sensibly and quietly on the way out
- No ball games, throwing book bags etc.
- Leave school promptly
- Children not collected at the end of school will be taken to the office
- Once released to their parents, children become the responsibility of their parents
- Children are not to use any of the outside equipment, Foundation Stage equipment

In class

- See Class Plans.