

Behaviour – appendix

Tuxford Primary Academy

Edition – September 2023

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1 Aims and objectives

Academy statement

We follow the over-arching guidance set out in the [Trust Behaviour Policy](#)

In addition to the policy, our local academy appendix outlines specific operational approaches to managing behaviour below.

2 Managing behaviour

Managing behaviour is a shared responsibility of all staff at the academy. All staff at the academy have a duty to model and always uphold the highest standards of behaviour, both in lessons and unstructured time. In addition, the following key staff members at the academy have specific roles in leading behaviour:

Mrs Natalie Ashton-Marsh, EYFS Lead

Mrs Mandy Ebbs, KS1 Lead

Mrs Yasmin Smith, KS2 Lead

Mrs Deborah Lawrence, Assistant Principal

Mrs Tracy Blacknell, Principal

3 The behaviour system

The TPA Promise

3.1 It is the primary aim of Tuxford Primary Academy that every child feels valued and respected, happy and safe. We are a caring community, built on mutual trust and respect for all. At Tuxford Primary Academy our behaviour system is based on our TPA Promise:

We promise to:

be gentle

be kind and helpful

be honest

always try to do your best

look after property

listen to people

3.2 Staying on Green & Going for Gold

Every day children will start on 'Green'. This is shown clearly by their name being visibly displayed on 'Green' regardless of incidents that may have occurred on a previous day. All classrooms will have a Staying on Green display.

The form this may take is that of traffic lights; **Green**, **Yellow** and **Red** but staff may demonstrate more creative approaches.

Children should be following the school's Tuxford Primary Promise at all times and if they maintain that behaviour then they remain on '**Green**'. Children who do not adhere to the Tuxford Primary Promise and are seen to break them will be given a warning by the member of staff present.

Warnings should not be marked on a class board or chart. If two warnings are given then the child moves to '**Yellow**'.

A further warning may be given if the behaviour persists and then the child is moved to '**Red**'. '**Red**' means that the behaviour has been unacceptable and a red card is issued. A child may move to **Red** in the event of any poor conduct.

The teacher/ staff member giving the red card must record the incident and the child's name on the red card. The child is then sent **immediately** to the Principal's Office. A child who is on red automatically loses their next break and lunch break (this may be extended at the discretion of the SLT). Parents are informed and the incident is recorded on SIMS.

Children will achieve Gold if they are consistently following the Tuxford Primary Promise and have gone above and beyond expectations.

4 Rewards and sanctions

4.1 Class points

In addition to Staying on Green/Going for Gold, **all members of staff** reward children with points for effort, progression, looking after the environment and looking after others. Class points result in a reward decided by the class.

4.2 **Celebration Assembly**

Every week, class teachers nominate and celebrate the achievements of a member of their class - These achievements will be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly and each child receives a certificate from the class teacher which states the achievement.

4.3 **Inappropriate behaviour**

Children are able to see that the breaking of any of the Tuxford Primary Promise has consequences that result in the loss of privilege e.g., the recording of a reflection sheet with Senior Leaders during their break time or time to reflect for younger children. Parents are invited into school to discuss their child's behaviour after 3 red cards in a term.

Certain types of behaviours also need very clear consequences. Any bullying behaviour, racist, homophobic or discriminatory comments must be recorded on My Concern, discussed with parents and brought to the Principal's attention.

Most children respond well to our behaviour system. Where children are not responding an individual behaviour programme/ behaviour chart/ a Pastoral Support Plan using the restorative justice model will be drawn up with support from the Senior Leaders in the first instance and then with the support of the Special Educational Needs and Disability Co-ordinator. Parents will be involved when behaviour programmes are drawn up.

The school will liaise fully with such agencies as the Police, Education Welfare, Bassetlaw Behaviour Partnership, Social Services, Health Services and the Educational Psychology Service as appropriate.

In cases of extreme misbehaviour, the school will consider the use of Exclusion.

In the unlikely event of the following incidences occurring:

- Verbal/ physical abuse of an adult in school
- Sexual abuse
- Racist abuse
- Extreme physical aggression

The Principal will assess the severity of the situation and contact parents/carers. It is within the Principal's right in judging the severity of the incident to choose to exclude either permanently or for a fixed period.

4.4 Safe Holding and Physical Restraint

We follow the guidance in the DfE document, Use of reasonable force in schools. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff aim to intervene at an early stage to prevent issues from arising or escalating. Most support staff are trained in de-escalation techniques and are therefore skilled in the diffusion of a situation in order to avoid the use of handling. The use of physical restraint by CRB (Coping with Risky Behaviour) trained staff is reserved for extreme circumstances to prevent harm to the child, other children or a member of staff. Every effort is made to avoid confrontation and to de-escalate a situation however there are occasions where restraint is necessary to ensure pupil and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other pupils. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept of all events on My Concern and in the Safe Holding logbook kept centrally in the Principal's office. Parent/carers will also be informed.

All members of school staff have a legal power to use reasonable force. It can also apply to people who the Principal has temporarily put in charge e.g., an adult volunteer.

Definitions: Force is usually used either to control or restrain.

Term Definition

Reasonable - No more force than is needed given the circumstances.

Control - Either passive physical contact such as blocking a pupil's path or more active physical **contact** such as leading a pupil by the arm.

Restraint - To hold back physically e.g., during a fight.

Reasonable force can be used:

- To remove disruptive children from a classroom or playground area.
- To prevent a child from behaving in a way that disrupts a school event.
- To prevent a child leaving the school premises where to do so would mean them risking their own safety or others.
- To prevent a child from attacking a member of staff or another pupil.
- To restrain a child at risk of harming themselves.

Reasonable force cannot be used as a form of punishment.

There is a legal duty to make reasonable adjustments for disabled children and children with SEND. As autism is a disability affecting communication, some young people will not be reliable in their ability to inform their parents if force has been used. Communication difficulties may also mean that children with autism do not know what 'appropriate force' is or why they are being disciplined. This makes the need for parents to be contacted particularly important and to ensure that these practices are transparent and accountable. (Using guidance from 'Treehouse', a national charity for autism education).

Other physical contact:

It is not illegal to touch a pupil. There might be physical contact with a pupil when:

- Holding the hand of a child when walking around school.
- Comforting.
- Congratulating or praising.
- Demonstrating how to use a musical instrument or exercises in PE.
- Giving first aid.
- Providing agreed intimate care.

5 Entry and exit routines and expectations

Although there are no formal expectations for entry into classes there are times when children are expected to line up quietly and enter/rooms in an order e.g., for assemblies in the hall, and after playtime or lunchtime.

Children are expected to follow class routines once these have been explained to them and practised.

6 Uniform and use of mobile / smart phones and other media

6.1 Uniform

Children at TPA wear their uniform with pride. Our uniform shows that we are part of the academy's community. We have the highest expectations from our children and parents with regards to school uniform and appearance, and strongly believe that our high standards promote positive behaviour, support effective teaching and learning and contribute to the ethos of the academy. Children are expected to wear the correct uniform at all times, including on visits, except residential trips.

Details for uniform can be found on the website and in children's planners.

6.2 Jewellery

Jewellery should not be worn at school, however if unavoidable, those with freshly pierced ears may wear one set of plain studs. These must be taken out during P.E. and should be left at home on these days the child cannot manage to take them out themselves.

6.3 Hair

Hair that is long enough must be tied up at all times with a plain, neutral coloured band or clips (no other hair accessories).

Hair must be a natural colour, brightly dyed hair is not acceptable.

6.4 Mobile Phones

Children in Year 5 and 6 that walk to and from school unaccompanied by an adult may bring a mobile phone to school. This must be handed in to the class teacher during the day. No other media devices should be brought to school.

7 Absence, punctuality, and lateness

We recognise attendance as a behaviour and feel it is vital to develop good attendance habits early. Children are expected to attend on time every day. Parents will be notified when their child's attendance becomes a concern. Parents can also see their child's attendance on Weduc.

Class attendance will be shared and celebrated during our Celebration Assemblies.

We believe punctuality is an important life skill and expect children to be in class ready to learn by 8:50am every day. Children arriving after the register closes at 8:55am will be marked late, after 9:10am an unauthorised absence will be recorded.

8 Representing the academy off-site

Children wearing the academy uniform in the community are expected to continue to follow the TPA Promise. If any child is reported to be behaving inappropriately on the way to or from school they will be spoken to by a member of staff and parents will be informed.

This policy appendix is reviewed annually in line with the Trust behaviour policy.