

TENBURY C.E.PRIMARY ACADEMY



Behaviour Policy

Academic Year – 2025/2026

Introduction:

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Behaviour Policy has been updated by the school community working together, and reflects the Christian values promoted in our Academy. It sets out the expectations of behaviour at Tenbury Primary. As a Church of England school, these values are rooted in the teachings of Jesus Christ, summed up in the following verses:

‘Love one another as I have loved you’ (Gospel of John)

‘Do to others what you would have them do to you’ (Gospel of Matthew)

Our whole school ethos of working together to support each other is summed up in our school motto:

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes, but it also explains the consequences should misdemeanours arise.

Aims:

- For every member of the school community to feel valued and respected, and for all people to be treated fairly
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self esteem, self discipline and positive relationships, encouraging children to make the right choices for the school community to work, learn and play together
- To ensure that the school’s expectations and strategies are widely known and understood, making clear the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To encourage the involvement of both home and school in the implementation of this policy

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. **The underlying principles we wish to nurture throughout the school are closely linked with our Christian values which include forgiveness, friendship, truthfulness, trust, justice, respect, hope, peace and community.**

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. All adults at Tenbury Primary Academy aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote through example, honesty and courtesy
- provide a caring and effective learning environment where there is encouragement and stimulation to all pupils
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure everyone is treated fairly, regardless of age, gender, race, ability and disability
- teach through the curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self discipline and respect for self, others and the world around us.

A Positive Approach

We are seeking to lead children towards high self-esteem and self-discipline. Good discipline arises from good relationships and from setting expectations of good behaviour. Self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that all children have the opportunity to reach their potential.

We believe that:

- behaviour can change and that every child can be successful
- praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more
- celebrating success helps children to achieve more
- being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption whilst helping children acquire self-discipline
- Reinforcing good behaviour helps our children feel good about themselves

Classroom management

Classroom management and teaching methods have a major influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and

children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to encourage independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall we aim for the classroom to provide a welcoming environment.

Our teaching methods encourage enthusiasm and participation for all. Lessons aim to develop the skills, knowledge and understanding which enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work, with unacceptable behaviour and work being dealt with sensitively.

At the beginning of the academic year, the children are introduced to/reminded of our 'Golden Rules' which are followed consistently throughout the school:

- **We are kind and helpful; we do not hurt other people's feelings**
- **We are gentle; we do not hurt anybody**
- **We will work hard; We will not waste our own or other people's time**
- **We look after property; We do not waste or damage things**
- **We listen, we do not interrupt**
- **We are honest; we do not cover up the truth**
- **We play well, we do not spoil other people's games**

These are used as a visual resource to reward good behaviour and highlight unacceptable behaviour. The rules make clear to the children how they can achieve acceptable standards of behaviour within their class.

These form the basis of a 'Class Charter' which all members of the class community sign. The template for this is saved in the shared drive in 'Staff Share' 'Behaviour'.

Class teachers contribute to our 'open door' policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff when appropriate. Teachers expect that parents / carers will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

Rewards and Sanctions

Our emphasis is on rewards to reinforce good behaviour, although we accept that there needs to be a healthy balance between rewards and sanctions, with both being clearly specified.

Rewards are decided by individual teachers with their classes (including nursery) and include:

- verbal praise
- verbal praise to parents / carers about their children

- stickers, stamps, smiley faces
- house points
- certificates
- sending good work to other staff members for reward or praise
- special privileges

In addition, we have a clear and consistent behaviour management/motivation system in each key stage:

UKS2: marble jars

LKS2: raffle tickets

Reception and KS1: Zone boards

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions, to register the disapproval of unacceptable behaviour and to ensure a safe and positive learning environment.

The use of punishment should be characterised by certain features:

- must be clear why the sanction is applied
- must be clear what changes in behaviour are required to avoid future sanctions
- there should be a clear distinction between minor and major misdemeanours
- it should be behaviour rather than the person that is punished

When dealing with all forms of inappropriate behaviour, all adults should follow these over-riding rules:

Be calm- children should be dealt with calmly and firmly referring to what the action is and why the action is being taken

Logical consequences- a logical consequence is a sanction that 'fits' the offence and is differentiated according to the age and needs of the child. Once the misdemeanour has been dealt with then it is a fresh start for the child.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters home and ultimately, and in the last resort, exclusion (following National guidelines.) Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Initially, in class, children are given a verbal warning and maybe moved to sit alone. 'Time out' may be used for a short time only (no more than 3/5 minutes depending on age of child). If a child needs time out then they must be in full view of an adult at all times to ensure appropriate supervision. After this initial "cooling down time", should the child not be ready to return to the classroom, teachers are to either send pupils to another class with work to complete (a responsible child should accompany them), remove the child from participating in a privilege, child remains in the class but writes a letter of apology or any other sanction that is seen to be appropriate. **If this has occurred, the misdemeanour must be recorded on the school behaviour log, through the MyConcern online reporting system. The Headteacher then allocates the behaviour to a particular category for recording purposes and it becomes clear if there is a pattern/particular circumstances/triggers etc.**

After a combination of the above sanctions, children may then be sent to the Deputy Head and / or the Headteacher, except in extreme cases of inappropriate behaviour when immediate removal to the Headteacher is necessary. Serious behaviour must be

recorded on Myconcern and the Headteacher informed. Serious incidents will involve meeting with parents/carers.

We hold a detention system for KS2 children, between 12pm and 12.30pm each day, to address any rare occurrences of continuous or serious misbehaviour, either in the playground or within the classroom. Children are kept in the detention room for half an hour and given time to think about their choices and consequences. They are also asked to complete a detention form asking them about their misdemeanour and how a repeat can be avoided in the future. Anyone receiving a detention is recorded in the online tracker (**this is the responsibility of the teacher who has dealt with the incident**) and parents / carers informed. Within Early Years and KS1 issues are dealt with by the class teacher in class and children will go to lunch after staying behind for what is felt to be an appropriate time for that particular child.

The rota for staff supervising detention is as follows:

Monday – Kerri Phelps (Quiet Area outside school office)

Tuesday – Lauren Pullen (Y5 Classroom)

Wednesday – Kerrie Higgins (Y3 classroom)

Thursday – Daniel Bell (Y4 classroom)

Friday – Jo Archer/Rachel Gittens (Y6 classroom)

Extremely poor behaviour must be reported to the Deputy Head or Headteacher immediately. A letter will be sent home or a phone call made to Parents / Carers. For continual unacceptable behaviour or in a case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed term exclusion, or on extremely rare occasions, may take the form of a permanent exclusion. Only the Headteacher (or acting Headteacher) has the power to exclude a child from school, and all National guidelines must be followed. The Diocese of Hereford Multi-Academy Trust is informed of all Suspensions and Permanent Exclusions. The Trust quality assures the processes involved, and monitors any key trends, in conjunction with its schools. The Trust does not contribute to any decision-making in terms of individual suspensions or permanent exclusions; this is not its role. The Trust ensures that all schools comply with the DfE guidance document: *“Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (September 2022)”*.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Sometimes, if appropriate and the timetable allows, children who continually display poor behaviour or poor social skills may be incorporated into a nurture group, with a specialist TA. Children in these groups engage in activities that address their particular behaviour or social needs. Additional specialist help from the Educational Psychologist or Behaviour Support team may also be necessary.

If a child refuses to go to the Headteacher or Deputy Headteacher, or a member of staff needs an adult to support in the classroom immediately, the class teacher will send an ‘SOS’ card to the school office. (A red triangle on the front and staff name on the back.) Class teachers are responsible for making these and ensuring they are available.

Playground and Lunchtime Behaviour

Incidents of poor behaviour in the playground at break or lunchtimes are recorded on Myconcern by staff/Lunchtime Supervisors. The class teacher is always informed before the next lesson starts.

The following chart indicates the consequences for poor behaviour and the progression from minor to more serious actions:

Misdemeanour 1 (M1) Low Level Behaviour	Misdemeanour 2 (M2) Warning	Misdemeanour 3 (M3) Detention
Unless repeated , these behaviours should be dealt with in the playground or classroom eg. with a conversation, a warning, an apology etc. These incidents do not need to be recorded on the Myconcern behaviour log unless they are repeated.	Removal from playground, required to stand by the wall or with an adult. These incidents must be recorded on the Myconcern behaviour log.	Automatic immediate detention on the following day. These incidents must be recorded on the Myconcern behaviour log as a serious incident and the Headteacher informed verbally as soon as possible.
Name calling	Throwing objects at others	Spitting at another person
Throwing inappropriate objects	Disrespectful / cheeky to an adult.	Racist comments
Being silly in the toilets	Rough play (pinching, pushing etc)	Swearing at somebody
Being loud/disruptive in the dinner hall	Misuse of school property.	Verbally abusive to another person (adult or child)
Not lining up correctly at end of play or when going into lunch etc.	Deliberately playing in wrong area and disrupting other people's games	Biting
Running in and out of the building	Muttering / using bad language: eg: when they hurt themselves and it has not been aimed at anyone	Fighting (any hitting, kicking etc)
Inadequate work	Lying	Deliberately aiming & throwing dangerous objects at others eg. sticks, stones
Refusing to do as asked	Inappropriate harassment (touching, nasty words etc)	Bullying in any form
Low Level classroom disruption	Spitting on ground	
	Multiple or extreme behaviour from M1	Multiple or extreme M2

EYFS – see separate Early Years Policy

The Headteacher will monitor the online behaviour tracking system and issues discussed with staff members on the same day wherever possible.

Child on child abuse

We recognise that children may be vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up' or 'banter'.

Tenbury CE Primary Academy also acknowledges that Children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of, or hate towards LGBTQ+ people or those perceived to be LGBTQ+, which will not be tolerated.

There is a separate anti-bullying policy and child protection procedures are relevant when the bullying is particularly serious.

Communication and parental partnership

We give high priority to clear communication within the academy and to a positive partnership with parents / carers, since this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working in school with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The academy communicates the policy and expectations to parents / carers. The golden rules are explained in the prospectus and on the website. They are also reminded through our school newsletter at the start of the academic year. Where behaviour is causing concern, parents / carers will be informed at an early stage, and given an opportunity to discuss the situation. If the school has to use reasonable sanctions to punish a child for a misdemeanour, we expect parents / carers to support the actions of the school. If they have any concern about the way their child is treated, they should initially contact the class teacher. The Headteacher may then be involved and if in the unlikely situation that the problem cannot be resolved with the Headteacher, the complaint can then be passed to the Chair of Governors by following the schools formal complaint procedure.

Role of the School Council

The school council consists of children from Year 1 to Year 6, with each class having two elected members on the council. As part of their duties the school council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing our expectations.

In addition, some of our pupils on School Council are also Health and Safety Pupil Representatives. They conduct an annual playground survey, asking children about behaviour, their opinions and if we need to improve any particular areas or situations.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but the governors may give advice about particular disciplinary issues, which must be taken into account when making decisions about matters of behaviour.

Review

This policy will be reviewed annually- the next review date being Sep 2026. It will be reviewed by the whole staff, the School Council and the governors.

Other policies to be read in conjunction with this one:

- Anti-bullying
- SEND
- Positive Physical Intervention