



Townlands C of E Primary Academy

Behaviour Policy

Approved by: Rachael Johnson (Chair of Governors)

Date: September 2026

Next review due by: September 2027

Aim:

At Townlands we believe that every child has the right to feel safe, achieve and flourish at school. The primary aim of this policy is to promote safe behaviour, good choices, respect and dignity for everyone who attends Townlands.

One of our Christian values is 'Respect', whereby we learn to respect ourselves and to grow a culture where every child and adult is respected and valued. By doing this, we hope to nurture healthy and caring relationships, so that everyone can support each other, work together and learn well.

This policy sets out the procedures at Townlands and informs all stakeholders of the school rules to ensure that our aims are achieved. This policy will be used consistently throughout the school to ensure all children are safe, treated with respect and are able to enjoy and achieve.

School Expectations:

At Townlands we expect all pupils to:

- Always try my best and work hard to learn.
- Never give up, even when something is difficult.
- Maintain excellent attendance and arrive on time each day.
- Be polite, friendly and show respect to all adults and all children.
- Follow school and class expectations.
- Take responsibility for myself and my actions.
- Complete my homework and return it to school on time.
- Read at least 5 times per week.
- Bring all the equipment I need every day including my book bag and reading books.
- Wear the correct school uniform by following the school dress code.
- Take good care of the outdoor and the indoor school environment and living things.
- Look after the school equipment that is provided in school and respect other people's property.
- Leave toys and personal items at home.

Pupils in Year 5/6:

- Personal mobile phones must be named and handed in on arrival at school. Mobile phones must not be kept in classrooms or cloakrooms during the school day.
- The mobile phone will be collected at the end of the school day.

Our Behaviour Expectations**Beginning of the day**

- All pupils are welcomed by staff in a positive manner
- All pupils walk into school quietly and sensibly
- All pupils sensibly hang up belongings and enter class ready to learn

During lesson times

- All staff consistently model and reinforce the characteristics of learning which are displayed around classrooms
- All staff set high expectations of appropriate levels of noise
- All staff and all pupils speak politely and respectfully to each other at all times
- All pupils move around the classroom in a safe and orderly manner

- All pupils respect school resources and equipment
- All staff and all pupils ensure classrooms are kept tidy, organised and safe – ready for learning
- All pupils will strive to achieve their learning outcome in all subjects

Shared areas: (corridors, halls, playgrounds, cloakrooms & toilets)

- Everyone walks quietly and sensibly around school
- All pupils use indoor voices when transitioning around school
- All pupils respect school resources and equipment
- All staff and all pupils ensure shared areas are kept tidy, organised and safe – ready for learning
- All pupils are responsible for their own belongings and do not touch other people's belongings

Collective Worship

- All pupils enter and leave in quiet, orderly manner
- All pupils sit facing the front, legs crossed
- All pupils are attentive for the duration, showing respect to those leading or involved

Break/lunchtimes

- All staff and all pupils always show politeness and respect to each other
- All pupils respect school resources and equipment
- All pupils play appropriately – no play fighting or rough games
- All pupils must ask to go to the toilet or go inside (for safety reasons)
- All pupils line up in their designated area
- Staff bring in pupils quietly and sensibly
- All pupils walk back to class sensibly ready to learn

Lunchtime eating

- Staff and pupils always show politeness and respect to each other
- All pupils respect school resources and equipment
- All staff set high expectations of appropriate levels of noise
- All pupils eat food safely being thoughtful about their environment
- All pupils display good manners
- Staff reinforce good table manners

End of the day

- All pupils sensibly collect their belongings and wait calmly to be dismissed
- Staff dismiss pupils via their designated door
- All pupils walk safely to their adult or go home independently

Recognition of positive behaviour

All staff recognise and encourage positive behaviour in order to improve self-esteem and enable pupils to feel safe and listened to.

<u>Name of recognition</u>	<u>Why is it given?</u>	<u>When is it given?</u>	<u>Who gives it?</u>
Verbal praise	Instant feedback for a positive change	At any time	Any member of staff
Stickers	Instant feedback for significant positive behaviour	At any time	Any member of staff
Recognition board/ticks	Instant feedback for a positive choice. Encourages all pupils to make positive choices.	During learning time	Any member of staff
Visit to SLT/Pastoral Team/ other staff	Instant feedback for positive choices. Encourages continuation of positive choices	At any time	Any member of staff
Certificates - Bronze, Silver, Gold, Platinum, Emerald, Diamond	To reward positive behaviours generated by ticks	When target achieved	Any member of staff
Gold Card	Exceptional behaviour/ learning may result in a Gold Card	At any time	Any member of staff

Pupil Support

Townlands recognise that challenging behaviour can be a sign of a child's unmet needs. Our dedicated pastoral team strives to assist children where there are signs that additional emotional and social support needs are evident and put reasonable adjustments in place. In doing so, we anticipate that when children's needs are met, they should develop increased self-awareness, can better self-reflect and develop behaviour which meets expectations, reflecting the values and ethos of our school.

Some pupils who have specific needs may need a more personalised approach to help them calm, reflect and take restorative action (helping to fix/repair the situation). When such an approach is required, this will be agreed between the class teacher, parent/carer, pastoral, SENDCo and SLT.

Peer Mediators

Some children in school are trained every year in the peer mediator role, helping everyone be great friends with each other. They are present on the EYFS and year one playground at lunch times. Part of their role is to help mediate issues and find solutions; they support children in a variety of ways.

System for behaviour identified as needing improvement

<u>Name of behaviour intervention</u>	<u>What does this mean?</u>	<u>Actions</u>	<u>When is it given?</u>	<u>Who gives it?</u>
Recognise	Positive praise	• Use of recognition board and positive strategies as previously outlined	• Anytime	Any member of staff
Remind	Reminder of expected behaviour and school expectations	• "I am reminding you that..." (See Emotional Coaching Appendix 1)	• School expectations are not being followed • Low level disruption • Lack of engagement in learning	Any member of staff

Reflect	A warning for not following school rules and time to reflect	• “I am giving you a warning now because...” • Thinking time (time out) and a quick restorative conversation (could be at the beginning of break/ lunchtime or during learning time with the member of staff dealing with the situation).	• Continuation of behaviour after verbal reminder has been previously given	Any member of staff
Repair & Reset	A child needs the time/ space to regulate or repair the situation and be ready to follow the school expectations	• “How are you going to repair...” • Parent/ carer informed • Recorded on CPOMS Examples of Repair Actions: - -Restorative conversation in child’s own time (break or lunchtime) to catch up on lost learning -Child to make an apology letter or have a conversation with those involved - Movement break, work in a different space (parallel class, corridor, library etc.) Should not be longer than the end of the lesson	• Continuation of behaviour after reflecting • Inappropriate language	Any member of staff
Reaffirm	A child has significant time apart from the class to regulate with support to be able to understand and follow the school expectations	• A restorative conversation with SLT • Parent/ carer informed • Recorded on CPOMS Examples of Reaffirm Actions: -Time away from class (length of time as deemed necessary). Child to be accompanied out of class by an adult -Child take their work to complete or continue in a different area to the classroom -Separation from peers at next break/lunchtime -In circumstances where the pupil is consistently reaching ‘Reaffirm’, a Positive Monitoring Report Card (See appendix 2) may be considered after discussion with parents or a risk assessment/ behaviour plan may be introduced if deemed appropriate	• Continuation of behaviour after repair & reset • Serious or repeated inappropriate language • Physically hurting others e.g. repeatedly kicking, punching • Damaging property	SLT/ Pastoral Team
Fixed term suspension/ Permanent exclusion	A period of time away from school	• On serious occasions such as bullying and violent or aggressive incidents, the child may receive a fixed term suspension. The length of time	• Continuation of unwanted behaviours on a regular basis • Extreme verbal abuse or threatening	Head teachers

		will be set depending on the nature of the incident. Parents/carers will receive an immediate telephone call and will be asked to collect their child from school. Work will be set for the child to complete whilst at home. The child will then receive a 'back to school' interview to discuss what can be learnt from the event and to clarify that inappropriate behaviour is not acceptable at Townlands. Parents will be required to attend the 'back to school' interview. Townlands will follow the DfE guidance.	behaviour to pupils and/or adults • Physical assault of another person • Use of an offensive weapon • Continued bullying • Dangerous behaviour including damaging school property	
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Some pupils who have specific behaviour difficulties may need a more personalised approach to help them make the right choices with their behaviour; this will be agreed between the class teacher, parent/carer, pastoral team, SENDCo and SLT.

Equally, if a parent has any questions or concerns about their child's behaviour, they should initially request an appointment to see the class teacher. If the concern remains, they should then contact a member of the pastoral or senior leadership team to resolve the issues. **Working together in partnership to promote positive behaviour will ensure that our children receive a consistent message about the expected behaviours in our school community, which are needed so that all children feel safe, learn and flourish.**

Restrictive Interventions (Including Reasonable Force)

The behaviour policy should ensure that an orderly and purposeful atmosphere for learning exists in school. There may, however, be rare occasions when staff will need to use 'reasonable force' and the use of restraint or physical interventions in order to prevent injury, damage to property, the breakdown of discipline, or control children or young people for safety reasons. As stated in Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder. When it is safe, lawful and absolutely necessary, the Government supports school staff to use reasonable force, including restraint, as an intervention.

Child-on-child abuse

All child-on-child abuse is a serious matter (this includes bullying, cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks). Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Any incidents will be dealt with in line with the Behaviour Policy and Safeguarding Policy, and "Keeping children safe in education 2024" guidance. Child-on-child abuse incidents will be dealt with promptly and all parties involved will be offered support and signposted to the most appropriate services.

Prohibited Items

These items are prohibited items and are not allowed in school (see Searching, Screening and Confiscation policy.)

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)

Other items

Banned items include:

- Legal highs
- Vapes
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles

Behaviour outside of school

Townlands will address any serious or persistent behaviours that are brought to our attention which have occurred outside of the school day which then impact on school life. In such cases we will work closely with parents/carers to offer support and help to try to resolve such matters.

Where serious behaviour has occurred and/or a criminal offence taken place, Townlands will implement our safeguarding procedures and involve the relevant authorities whilst working in partnership with parents.

Staff induction, development and support

This policy forms part of our staff induction process to ensure all staff members are clear and confident with the purpose and implementation of behaviour expectations and standards at Townlands. The behaviour policy is used as a tool for ongoing group and individual training, reflection and development. Staff have been made aware of the importance of using a trauma informed approach when supporting a pupil's behaviour. We understand that behaviour is a form of communication that needs approaching with compassion. This is reflected through the use of emotion coaching (See Appendix 1).

Pupil transition

Pupils and parents/carers who join Townlands as new starters or mid phase arrivals are informed of the behaviour expectations of the school and signposted to the Behaviour Policy. Parents are requested to sign the home-school agreement document, to support the academy's vision and values in relation to behaviour.

Governors

The Head Teachers report to Governors regularly on the behaviour of all pupils at Townlands. The Governors will monitor the effectiveness of this policy and support the Headteachers in its implementation. The Chair of Governors will be notified of any serious incidents of behaviour.

Parent Partnership

The academy will work collaboratively with parents so that all children receive a consistent message about expected behaviour. We aspire to build a supportive dialogue between home and school, and expect parents to fully support this policy to ensure a safe and secure learning environment for all.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding
- Keeping Children Safe in Education
- Guidance for Safer Working Practice
- Staff Code of Conduct
- PSHE/RSE Policy
- Online safety
- Searching, Screening and Confiscation
- Anti-bullying policy

Appendices:

Appendix 1: Emotion Coaching

Emotion Coaching

Emotion coaching is about all staff helping children to become more aware of their emotions and to be able to manage their own feelings particularly during instances of dysregulation. See below for guidance.

Emotion Coaching Style Response

Leicestershire County Council

Three steps to success:

1

Step 1
Empathise then label feelings

2

Step 2
Set limits on behaviour

3

Step 3
Problem-solve together

Emotion coaching script

Leicestershire County Council

1

"It looks like you are..."
"I can see that you are..."
"I wonder if you are feeling..."
"I understand that you are..."

2

"Now you need to..."
"However it's not ok to..."
"Remember that our school rules say..."
"You need some time-out to help your body calm down."

3

"What could you do next time?"
"How can you avoid that situation?"
"How can you make things better now?"
"What would stop this happening again?"

Don't **punish** with detention: **restore justice & problem-solve.**

Appendix 2: Positive Monitoring Report Card

Parents will be contacted by the school if their child's behaviour is consistently a cause for concern. At this point a positive monitoring report card will be considered and used to promote acceptable behaviour. This will involve lesson by lesson monitoring along with lunch and break times. It will be signed at the end of each day by a member of the pastoral team or SLT. This will be reviewed weekly with a copy sent home for parents to sign and return. The child will need to demonstrate acceptable behaviour in line with the school expectations in order for this step to discontinue.