



# Positive Behaviour Policy

This policy is based on our overall school aim to enable children to '**Achieve Happily Together**' in all aspects of their school life. We understand that all behaviour is telling us something and children may not always have the right words to explain how they are feeling or why they are behaving in a particular way.

Our children are treated with kindness and respect and we support them through their development to become rights respecting citizens. Children are supported and will always be encouraged through positive reinforcement and reflection. School also uses MyHappyMind to teach and support children to understand their emotions and regulate when emotions become overwhelming.

Parents, staff and children are encouraged to follow the Tavistock Charter designed to make our school the sort of place everyone will be happy to come to each day. Equally, adults also respect each other and work together to create a calm and supportive environment where everyone can achieve.

Responsibility for ensuring that the high standards of behaviour expected at Tavistock School are maintained and are shared by staff, children, parents and the Governing Body.

## **How we will praise and reward our children for positive behaviour**

Whole school, individual and class rewards reinforce positive behaviour and achievement. These rewards let children know when they are getting it right and motivate them to do it again.

Children are listened to, redirected and given supportive feedback should they display less positive behaviours. Sanctions alone do not necessarily provide the motivation to do things differently.

## **Individual Rewards**

- Nonverbal feedback e.g. smile, nod, thumbs up etc.

- Verbal statement that child is on right lines, praise, thanks, perhaps including a re-stating of Class /School Charters or directions to remind others of expectations
- Tangible incentives e.g. stamps or stickers
- Opportunity to show work/receive praise from others in their class/year group
- Various reward stickers for kind and considerate behaviour from the Headteacher
- Weekly teacher's special certificates awarded for achievement, effort and personal qualities presented in Certificate Assembly by the Headteacher

### **Class Rewards**

- Each class has chart linked to their class animal and collect collaborate rewards e.g. spikes for a hedgehog. When children reach the class target a 'treat' e.g. mufti day, extra play, extra turn on outdoor equipment is decided by teacher and class.
- Star of the day award.
- Year R and Year 1 also have a positive pathway for shared targets e.g. looking after our felt pens.

### **Lesson Time Sanctions**

Staff will always strive to give supportive feedback in the first instance but may use the following strategies

- Non-verbal cue e.g. a look, raised eyebrow etc.
- A quiet verbal warning including two choices to give child an opportunity to refocus e.g. you can sit by yourself to complete your task or stay sitting with your friend but must respect their right to learn.
- Refer to the agreed class charter
- Direct to strategies from MyHappyMind if regulation is needed e.g. happy breathing.
- Stay behind at playtime with the class teacher for specified number of minutes.  
Discuss with teacher: What choice did I make? Why I think I did it? What can I do to make amends? What would it be a better choice to do next time?
- In last instance direct child to Headteacher. Each class has an emergency red card that can be sent to the office/HT/DHT if necessary

### **Playtime sanctions**

- Child is given verbal warning and opportunity to choose how they will continue to play with others.
- Child stay near to adult if necessary.
- Parents of children who miss a playtime are informed by email or telephone call if the teacher is unable to communicate with them in person.
- In the event of a severe and immediate sanction being required, the child will spend time with the Headteacher or member of SMT. Parents will be contacted and a meeting arranged.

### **Additional Support**

In the event of more serious behaviour concerns the support of the Educational Psychology service or Primary Behaviour Intervention Service (PBS) can be requested.

The school Health Service can also be asked to support the child and the family and appointments can be made with the school nurse. Through the nurse, referrals can be made to a Paediatrician or Child and Adolescent Mental health Services.

The agreement of parents must be sought before these services can be requested.

If a child has an Educational Health and Care Plan (EHCP), they may have their own rewards or sanctions in place.

### **Exclusion**

Where a child's behaviour is deliberately or repeatedly aggressive, either verbally or physically towards staff or other children, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. When exclusion is used, there will be full consultation with the Local Authority. Further advice for parents on exclusion can be obtained from HCC.

Reasons for exclusion include:

- physical assault against a pupil or adult

- verbal abuse and threatening behaviour towards a pupil or adult
- bullying/cyber bullying
- racist abuse
- sexual misconduct
- damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the school rules is also a reason for exclusion.