



# Positive Behaviour Policy

This policy is based on our overall school aim to enable children to...

## **'Achieve Happily Together'**

At Tavistock, we aim to be a Rights Respecting School.

Adults and children will be expected to respect each other and to 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.

In order to achieve these aims children will be expected to begin to develop self-discipline and to show respect for each other and their environment within the structured guidelines of the Tavistock Charter. They will be encouraged to think about making choices and taking responsibility for their actions. The guidelines in the Tavistock Charter were developed by staff and children and are designed to make our school the sort of place everyone will be happy to come to each day.

### **Rewards and Sanctions**

A hierarchy of rewards and sanctions is used to provide supportive or corrective feedback to children. Individual or class rewards reinforce positive behaviour and achievement. Rewards let children know when they are getting it right and motivate them to do it again.

Children who deviate from the correct behaviour are redirected and given supportive feedback when back on course. 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 bubble
- Weekly teacher's special certificates awarded for achievement, effort and personal qualities. Various reward stickers for kind and considerate behaviour from the Headteacher
- Special Headteacher's reward sticker

## **Class Rewards**

- Stickers or stamps on class chart with target to aim for normally linked to class animal. Target achieved results in class 'treat' e.g. mufti day, extra play, extra turn on outdoor equipment to be decided by teacher and class.
- Star of the day award.
- Individual sticker charts.

## **Lesson Time Sanctions**

- Non-verbal cue e.g. a look, raised eyebrow etc.
- Clear verbal statement of how the behaviour breaches the agreed class charter
- Clear verbal warning of consequences for continuing e.g. you will have to sit by yourself if you do that again
- Consequence e.g. move place, sit apart from others for a specified time.
- 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?
- Send out of class 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 behave.
- Child stay near to adult if necessary.
- Parents of children who miss a playtime are informed in writing if the teacher is unable to communicate with them in person.

In the event of more serious behaviour difficulties where parents are working with the school to improve children's behaviour the support of the Educational Psychology service or Behaviour Intervention Service 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.

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.

## **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.

DfE Reasons on Exclusion:

- physical assault against pupil
- physical assault against adult
- verbal abuse/ threatening behaviour against pupil
- verbal abuse/ threatening behaviour against adult
- bullying
- racist abuse
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour/disruptive general behaviour
- Use of or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protected measures in place to protect public health

Signed on behalf of the Governing Body

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Name

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Date

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Review Date April 2024