

# Behaviour and Relationships Policy

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Chair of Governors: David Lovelock



**Tadley Primary School**  
*Learning for Life*

**Date: Spring 2026**

**Review Date: Spring 2027**

## Our Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

## Our values

Our values of Pride, Kindness, Diversity and Community underpin everything we do at Tadley Community Primary School. Therefore, it is important to us that we celebrate our differences and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures and circumstances. We want all our children to feel safe, loved and valued. That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

## Learning for Life the Tadley Way!

## Introduction

Tadley Community Primary School is a caring, inclusive and supporting community that seeks to develop our children to be confident, creative, and curious learners whose positive mental health and wellbeing is at the heart of all we do. This policy reflects the restorative and relational ethos of our school, in line with our school motto, 'Learning for Life the Tadley Way'.

We believe every child is unique, important and they thrive on positive relationships with their peers and those that teach and support them. This policy is designed to strengthen the way in which all members of the school can work together to provide a happy, safe, and secure environment. It is intrinsically linked to our Attendance, Teaching and Learning, Pupil Premium Statement and Safeguarding Policies which should be read in conjunction with this policy. It also takes into account the Keeping Children Safe In Education guidance and the Government's Behaviour in Schools Advice for Head Teachers and School Staff (September 2022).

Each child has the right to learn in class at their best rate to the highest standard of which he or she is capable. Each student has the right to move around school without fear of physical danger, hurtful name calling, harassment or prejudicial behaviour. Each teacher has the responsibility to provide an effective teaching programme appropriate to the needs of the students and has the right to expect the cooperation of students, parents/carers and the governing body in delivering that curriculum.

***Positive experiences create positive feelings. Positive feelings create positive behaviour.***

We look at behaviours as a special educational need, Behaviour as a form of communication, restoration and natural consequences.



Our school values of Pride, Kindness, Community, and Diversity are reflected throughout this policy and are the foundations of everyone working together with the common purpose of helping all children to achieve their best.

## Expectations

We expect everyone within our school community to follow our THREE key expectations:



- Be Respectful
- Be Ready
- Be Safe



### Be Respectful – to everyone:

- We always listen when others are talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and keep it tidy and clean.
- We queue sensibly when required – in the dining hall, playground, classroom.

### Be Ready – to learn:

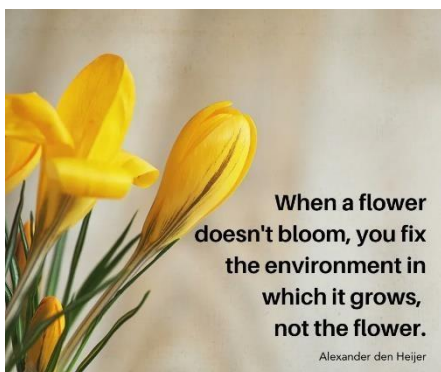
- We arrive at school on time, every time.
- We are ready to start lessons on time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we are using the right equipment at the right time.
- We take part fully in lessons and show resilience.

### Be safe – at all times:

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.

- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside of school.

## Rationale



We start from the basis that all children want to behave well and rather than merely deterring anti-social behaviour, we want to promote excellent attitudes and behaviour through building strong relationships with every individual.

At Tadley Community Primary School, we recognise that behaviour can be communicative and often reflects a feeling or emotion. We believe that everyone can develop their ability to self-regulate emotions and behaviour. Adult and child relationships are integral for this to occur. Through coregulation, explicit teaching of what good behaviour looks like, and an inclusive curriculum we can support children to become more independent and develop self-

regulation.

## The Aims of the Policy

- To develop a positive, stimulating, and caring environment where each individual is valued and respected.
- To promote self-discipline and proper regard for authority among children.
- Develop self-esteem in individuals.
- Work towards a collective commitment to maintain and develop positive attitudes in school.
- To promote children's voice and contributions to our school.
- A restorative and relational approach as opposed to a behaviourist approach.

We understand that the first step to modelling good behaviour is to lead by example, which means all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally.

We work hard to ensure that there is consistency across the school, without discrimination, taking into account SEND needs as well as the additional challenges some vulnerable children may face.

## How we achieve strong relationships and behaviour support

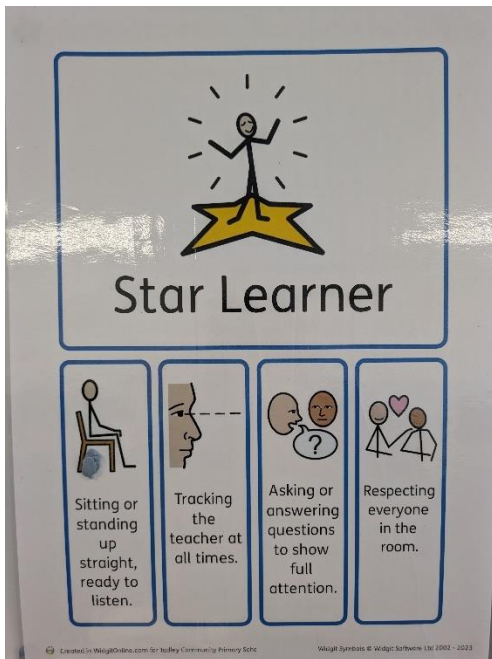
### Our School Values and Learning Behaviours

Our school values underpin the ethos and culture of Tadley Community Primary School and helps us to understand how we should act towards ourselves and one another:

- We take **pride** in everything we do. We are proud of our school, proud of our achievements, proud of our friends and most importantly, proud of ourselves.
- We show **kindness** to ourselves and one another. We show kindness through our actions towards each other in the classroom, in the playground, online and outside of school.
- We understand that we live in a **community** and work hard to build a calm, safe and kind community together in school but also within our local and global communities.
- We are unique and understand **diversity** in our school, our local community and the world. We know we are all equal and support one another by understanding our differences.

We also recognise the challenges and demands that life places on us, even for children of a very young age. We know that these challenges can carry into adulthood, and believe it is important to give our children the tools for life to manage their emotions in our changing world. We are committed to supporting children with their mental health and wellbeing and demonstrate this through our curriculum and resources in place for children and families at Tadley Community Primary School.

Star learner poster:



Support steps:



## Pastoral Support and Wellbeing Care Team

We have a proactive pastoral support team who are out of class every day to support the mental health and wellbeing of our children. Their role is key to providing the help a child or group of children may need throughout their time at Tadley Community Primary School.

They provide:

- Individual ELSA (Emotional Literacy Support) or similar programme
- Friendship Groups
- Nurture and Thrive Support individually or within small groups
- 1:1 check-ins with children as needed
- Break and Lunch support – including an invitation only lunchtime club
- Sensory Support and Active Breaks
- Restorative Conversations and Problem Solving

## Our Curriculum

We teach a knowledge rich, diverse and exciting curriculum to our children but believe we can support children further through our Behaviour Curriculum (see Appendix 1) and Zones of Regulation Curriculums which help them become resilient individuals in our busy world.

### myHappyMind

myHappyMind is a whole school programme that teaches our children to understand how their brain works to control their thoughts and feelings. It focuses on understanding neurodevelopment and neuroplasticity in a child friendly way. It is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children.

One of our favourite tools to make us feel happier and settled is happy breathing. Children are taught that when we feel scared or anxious the amygdala part of our brain takes over and stimulates our fight, flight or freeze reaction. The only way to turn this off is to bring as much oxygen as you can to your brain, so we breathe in and out slowly; this is happy breathing. Ask your child about happy breathing - they will be happy to show you!  
The children work through 5 modules:

### Module

#### Children Learn

##### 1. Meet Your Brain

- The different parts of our brain and how they help us.
- How to use Happy Breathing to help us when we feel sad, stressed or worried.
- What happens in our brain when we learn something new and how we can look after our brain.

##### 2. Celebrate

- What Character Strengths are and why they matter.
- How to recognise Character Strengths in ourselves.
- How understanding Character Strengths can make us feel.

##### 3. Appreciate

- How to develop an Attitude of Gratitude
- How to be grateful for others, experiences and ourselves.
- How giving and receiving gratitude makes us feel.

#### 4. Relate


- Why relating to others is so important.
- How Active Listening can help us to build relationships with other people.
- How to see things from a different perspective.

#### 5. Engage

- Why it is important to have goals that we are passionate about.
- How to set our own goals.
- That when we feel good, we do good.

#### Zones of Regulation

### The ZONES of Regulation



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2-Storybook Set | Available at www.socialthinking.com

The Zones of Regulation support children in being able to understand their emotions and how to manage them appropriately. Each child can develop their own toolkit or strategies to help them manage their zones and feelings. We actively teach that no zone is wrong but we can all work towards managing them better using the tools that work for us. There is much more information on our website about the Zones which you can find [here](#).

### Key Responsibilities to maintain relationships and behaviour support

In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

#### The Head Teacher will:

- Implement the positive relationship and behaviour support policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers to support their child when needed.
- Liaise closely with the pastoral and wellbeing team.
- Support staff when dealing with behaviour that can feel challenging.
- Praise and encourage positive behaviour with rewards and dedicated assemblies.
- Ensure all staff have regular training on behaviour, SEND and mental health.

#### Staff Responsibilities:

- Demonstrate unconditional positive regard for all and value every individual in our school community.
- Commit to teaching children our rules, values, learning behaviours, myhappymind and Zones of Regulation.
- Create a safe and stimulating environment for children, rooted in mutual respect and care.
- Create a class code of conduct and playtime code of conduct and refer to it regularly.
- Always model expected behaviour in relationships with each other and children.
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action.

- Work towards understanding reasons for behaviours that feel challenging by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair (show equity and parity), acting in accordance with this policy.
- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations.
- Plan, prepare and lead engaging experiences for all pupils, appropriate to the varied needs present and considerate of the safety of the whole group.
- Keep learning areas and resources tidy and well organised.
- Develop strong attitudes of self-worth and respect for others.
- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of behaviour on CPOMS in a timely manner), attending relevant meetings and training, and following the staff Code of Conduct
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children.
- Positive phrasing, positive body language, consistent consequence through restorative practice.

### **Children's Responsibilities:**

- Be ready, be respectful and be safe at all times.
- Listen to and follow instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Do homework and hand it in on time.
- Keep their classroom tidy and carry out any classroom or school responsibilities well.
- Communicate honestly and ask for help when they need it.
- Be willing to be reflective to change behaviours.
- Try their best at all times.

### **Parents/Carers Responsibilities:**

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about being ready, respectful and safe.
- Support the school's system of praise and consequences.
- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for any absences.
- Ensure their child comes to school appropriately dressed and equipped.
- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- Share any concerns with the school so we are aware and can respond accordingly.
- Help sustain their child's efforts and achievements and ensure that homework is completed on time.
- Encourage their child to develop an appropriate level of independence.

### **Governors will:**

- Support with the implementation of the policy.
- Provide advice to the Head Teacher regarding disciplinary issues, suspensions and exclusions, if appropriate.
- Review the effectiveness of the policy.

## **Promoting Positive Behaviour and Supporting Regulation**

### **Class and Playground Charters**

Each class will create a code of conduct at the beginning of the school year by staff and children. These are displayed in school and referred to frequently. A shared understanding of our values, rules and curriculum is achieved through a common vocabulary, assemblies, PSHE lessons and is modelled by all adults in our school community.

### **Zones of Regulation**

Each class will create a Zones of Regulation Board to support children in recalling strategies they can use to self regulate. This promotes common vocabulary for describing emotional state and associated behaviours. These are referred to throughout the day. Individual children may also have their own Zones of Regulation toolkits, if needed.

### **Promoting Positive Behaviour**

We recognise that positive behaviour does not just happen, and that every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instil in all our children. It is our aim to create an environment in which positive behaviour is the norm.

Children should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done through:

- Non-verbal recognition: smiling at the child; using eye contact; positive gestures.
- Verbal recognition: giving praise and feedback to individuals and groups; listening; sharing humour.
- Sharing success: displaying work; sending children with an example of good work to another class teacher, the Deputy Head and/or Head Teacher; recognising achievements through 'Shout Outs' in whole school Be Proud Assemblies; recognition in the weekly Newsletter; telephone call/postcard home to celebrate/praise; giving feedback on personal achievements in lessons and at parent consultations.
- Awards: use of class based motivational awards; stickers, house points; certificates; raffle tickets; star of the week; positive reward cards.

### **House Points (Whole School)**

School House Points are awarded:

- To recognise children who have met or exceeded the school values and learning behaviours in their behaviour choices and attitudes to others.
- To recognise children who have made outstanding contributions towards working with others, including taking part in house team events.
- House points are counted each week, and the winning team is announced in our Be Proud Assembly.
- The winning team for each half term have a non-uniform day.

### **Raffle Tickets (Upper KS2)**

Children are rewarded raffle tickets when they demonstrate the following qualities:

- Evidence of thinking deeply, explaining and reasoning.
- Challenging oneself and taking risks with one's learning.
- Working effectively in a group.
- Seeking support by using available resources and not giving up.
- Asking questions and finding out answers from different sources.
- Evidence of continuing interest in learning beyond the classroom.

- Meeting personal targets.
- Good organisational skills.
- Making a special contribution to any school event.

Other rewards:

- Extra play
- Verbal praise
- Attendance awards
- Star of the week
- Wow Writer

### **Strategies for Managing Negative Behaviour**

At the core of our approach is the understanding of behaviour as a form of communication, and it is driven by feelings. We recognise that negative experiences create negative feelings and that negative feelings can create negative behaviour. It is the responsibility of every adult therefore to seek to understand the reason why a young person is presenting negative behaviour and try and change the circumstances in which the behaviour occurs. This is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, rather than just suppressing or punishing the behaviour.

When deciding on consequences and their duration, staff must consider the impact on learning, the impact on other children and the school community, and on the frequency and severity of incidents. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions, particularly as the severity grows.

Where behaviour is persistent and/or challenging: regular check-ins may be necessary with senior leaders; an Individual Behaviour Support Plan (IBSP) may need to be written and reviewed; a risk assessment may need to be written; advice from external agencies may need to be sought; pastoral intervention may also be needed; counselling may need to be considered; or other individual measures put in place to support the child and situation.

### **Consequences may include:**

- Non-verbal signals.
- Verbal warnings.
- Making changes to provision, such as changing where the child is sitting.
- Working in another teacher's classroom for a short time.
- Speaking with a senior member of staff, ultimately the Head Teacher.
- Putting in place regular check-ins with senior leaders to enable children to regularly reflect on their choices and encourage them in their improvements and learning.
- Removal from activities, including lessons, break times, lunch times, trips or other special times – this may be issued by any staff member.
- Telephone call to, or meeting with, parents.
- Internal suspension, whereby children are removed from lessons and/break time and work independently away from their class – this can be issued by the Deputy Head Teacher and/or Head Teacher.
- Fixed-term suspension. The child will need to stay at home for a fixed period of time, with schoolwork provided to ensure continuity in learning. This can only be issued by the Head Teacher.
- Permanent exclusion. This will be in accordance with Hampshire Guidance, and in conversation with the governing body.

## **Playground and Lunchtime Behaviour**

In the playground, we expect the children to play fairly and sensibly.

Staff supervising play/lunch time are responsible for supporting children in meeting this expectation. They should encourage children to resolve incidents between themselves if appropriate. They will report to class teachers where disputes have occurred as part of the normal 'handover' conversations. If an incident requiring a consequence occurs, the consequence should be given as soon as possible/appropriate, then this should be reported to the class teacher and recorded as appropriate.

A proactive approach is needed to prevent negative behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children could be redirected if a situation is becoming a problem, such as a game becoming too heated. Use of 'walk with me' is useful to allow a child space to calm down and regulate, but also to allow them to observe other children playing appropriately. Staff can use this time to talk to the child about behaviour choices and show how others are playing well and safely together.

If behaviour persists or a child is unwilling to be supported by the lunchtime staff, support should be gained from the class teacher, pastoral and wellbeing team, Deputy Head Teacher and/or Head Teacher. Children who continue negative behaviours at lunch time or towards our lunchtime staff will face an internal lunchtime suspension. The child will be expected to discuss the incidences with the Head Teacher and then do work under the direct supervision of the Head Teacher. Parents will also be informed of the situation.

## **Supporting All Children**

### **How do we support those who have been affected by the choices of others?**

It is paramount that staff always consider the children who have been wronged. This happens in a number of ways, depending on the context:

- Ensuring their immediate safety and well-being. This is particularly important when a child has been a victim of sexual harassment or sexual violence.
- Including them in any discussions when deciding consequences and next steps if appropriate.
- Involving them in any restorative actions, when they are ready, to bring about a restoration of relationships.
- Informing parents, and liaising with parents in the following days and weeks to ensure we get a rounded picture of how the children is coping.
- Checking up on them in the following days and weeks to ensure they are feeling positive about their situation.
- Putting in place pastoral support.
- Helping them understand what they may do differently should a similar situation happen again.

### **A Reflective Approach**

We want to encourage children to reflect on their choices and actions, and what impact this has on themselves and others, and how they can make changes. This would happen away from the classroom, with possible extended time away from other children and/or class as appropriate. The following are typical questions that we will discuss with the child in order to support the reflection process:

- Explain what happened to get to this point (for example this may be talking when an adult was talking; calling out; using inappropriate language; damaging property).
- What values, or learning behaviours have you not shown?
- How did your behaviour affect others around you?
- What are you going to do differently now?
- How are you going to put things right?

## Recording Behaviour

All school staff are responsible for ensuring negative behaviour is recorded/logged appropriately. This supports building a full picture of an individual child, which in turn can help to plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils. We use an online system called CPOMS for this purpose.

We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies above. But all behaviour that requires a protective or education consequence, or where a child is persistently repeating unsettled negative behaviour (over several days or within a single day) must be recorded and shared with parents.

For children where they persistently or frequently require a consequence, the school will consider putting in place a personalised behaviour support plan. The child may also have a SEND profile which outlines the additional support or different logging systems in plan appropriate to their needs.

School reports will give an overview of behaviour and effort at the end of the year:

	Behaviour	Effort
<b>Outstanding</b>	A role model for other pupils due to their excellent behaviour during all lessons. Behaviour in all lessons, all of the time, meets the school behaviour code.	Exemplary attitude at all times. Concentrates and participates eagerly in all activities. Always gives their best effort when completing work.
<b>Good</b>	Behaviour in most lessons, most of the time, meets the school behaviour code.	Good attitude. Concentrates well in most lessons and completes work to their best effort.
<b>Room for Improvement</b>	Behaviour in lessons does not meet the school behaviour code on a regular basis. This often affects learning time.	Does what is required but can lack self-motivation and concentration to complete work to their best effort.
<b>Cause for Concern</b>	Behaviour in lessons regularly fails to meet the school behaviour code. Poor choices lead to a loss of learning.	Poor attitude in lessons. Negative attitude to most tasks set, often resulting in work being unfinished.

## Pupils Conduct Outside the School Gates

What the law allows:

At Tadley Community Primary School we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches.

Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

## **Statutory Requirements for the Policy**

### **Searching and screening**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol
  - Stolen items
  - Fireworks
  - Pornographic images • Illegal drugs
  - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
3. Weapons and knives and extreme or child pornography must always be handed over to the police.

If, and when, an item is confiscated from a pupil, a Pupil Risk Assessment may need putting into place for that child to help reduce and control the risk of future incidents.

### **Use of reasonable force**

School staff have a legal power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Following the use of any physical intervention, there will be a restorative discussion with any staff and children. Parents/carers will also be contacted and invited to talk through the situation.

Children who regularly present challenging physical behaviour will be closely monitored by the pastoral and wellbeing team and Senior Leadership Team. Often, an individual behaviour plan and risk assessment will be put in place for these children to help reduce the need for physical intervention and use of reasonable force.

### **Child-on-Child Sexual Violence and Sexual Harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). Each incident is considered on a case by case basis.

Tadley Community Primary School are clear that any sexual violence and sexual harassment is never acceptable and will not be tolerated. We challenge all inappropriate language and behaviour in school and demonstrate and model manners, courtesy and dignified/respectful relationships at all times.

Please refer to our Safeguarding Policy, Child Protection Policy and the Keeping Children Safe in Education Guidance on our website for further information.

### **Behaviour Incidents Online**

At Tadley Community Primary School, we expect children to follow the same high expectations of appropriate behaviour online as apply offline and everyone should be treated with kindness, dignity and respect.

Most online behaviour incidents amongst children occur outside of the school day and off the school premises. We are clear that parents are responsible for their child's behaviour at these times. However, if there are repercussions for the orderly running of the school, when the child is identifiable as a member of the school, or if the behaviour could adversely affect the reputation of the school, we may sanction the children involved.

### **Mobile Phones**

We know that children, especially in upper KS2, may have their own mobile phone. From September 2025, only Year 6 pupils can bring a smartphone to school, and hand them into the class teacher on arrival. From September 2026, no pupils can bring a smartphone in to school. Only brick phones are allowed. Children may bring their mobile phone to school after their parent/carer has completed the relevant form to give permission. All mobile phones must be handed into the school office as the child arrives in school and cannot be accessed during the school day. Children will be handed their mobile phone back by an adult in school as they leave the premises at the end of the school day. We are promoting the smartphonefree initiative promoted within the local authority.

### **Suspected Criminal Behaviour**

If a member of staff suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering only enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. If a report is made to the police, we reserve the right to continue investigations and enforce our own sanctions, if needed, whilst not causing any conflict with the police action.

### **Malicious Allegations**

At Tadley Community Primary School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in *Dealing with allegations of abuse against teachers and other staff*. Pupils who are found to have made malicious accusations against school staff will be dealt with appropriately and parents will be informed of the course of action.



## Learning for Life – The Tadley Way

### Our Behaviour Curriculum

At Tadley Community Primary School we want to ensure children are ‘Learning for Life, the Tadley Way. We do this through a strong focus on mental health and wellbeing alongside our core values of Pride, Kindness, Diversity and Community and Learning Behaviours of Creativity, Curiosity, Independence, Reflection, Resilience and Teamwork.

We also believe that our children deserve to have the very best opportunities at our school, and this means we must come together as a community and support each other with our three key rules:

- ✚ Be Respectful
- ✚ Be Ready
- ✚ Be Safe

These are fundamental to a happy and safe environment where children can thrive, take risks and learn new knowledge and skills. We believe that children do not learn what appropriate behaviour looks like by chance but need to be taught the clear expectations so they can grow into young people who are polite, respectful, inclusive, and put others before themselves. We, therefore, are committed to relentlessly teaching our children the routines and behaviours that will shape the people they will become and support them to embrace every opportunity within not only Tadley school but as they move through their educational journey. By explicitly teaching our children what appropriate behaviours look like, we are creating a culture where children feel safe, can take risks and learn well.

Whilst this curriculum is expected to be taught to all children, we are a school that understands the neurodiversity of our community and that some children will need a different approach to how we support them in learning how to be their best selves. Therefore, we always treat children with the dignity and kindness they deserve and ensure that no child is disadvantaged by our policies and approaches. We firmly believe that a child needs the right environment to thrive and will continue to strive to provide this.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	Week One: Set out the Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum	Week One: Spend time setting out Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum	Week One: Spend time setting out Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum

<b>School Rules in EVERY LESSON – setting the expectation every time we teach. For example:</b>		
Respectful	Ready	Safe
<p>Lay out your expectations for the lesson:</p> <p>For example, in a writing lesson – we will be respectful to others by working in silence so we can concentrate on our ideas and vocabulary. If we need help, we will put up our hands and ask for help.</p>	<p>Lay out the Learning Success Criteria you are expecting to see and ready to learn signals:</p> <p>For example, today I will see that you are ready to use a noun phrase, conjunction etc. I will see you ready to work with a sharp pencil and your thesaurus out.</p>	<p>Lay out your expectations of what safety would look like in this lesson.</p> <p>For example, it is okay to make mistakes and ask for help in this lesson. I will see children staying in their seats and putting their hands up.</p>

<b>Whole School Routines across the school and in every classroom</b>		
Our Routines	What a child will do:	What adults will do:
<p>We arrive ready to learn every day.</p>	<ul style="list-style-type: none"> <li>○ We arrive in school on time.</li> <li>○ We hang our coats and bags up on a peg.</li> <li>○ We put our packed lunches on our class shelf.</li> <li>○ We go into class as quickly as possible.</li> <li>○ We say 'Hello' or 'Good Morning' to our teacher.</li> <li>○ We sit down and work on our Early Morning Task.</li> <li>○ We only leave the classroom if we have asked an adult.</li> </ul>	<ul style="list-style-type: none"> <li>○ Support children in the cloakroom.</li> <li>○ Have Early Morning Tasks ready for the children before they arrive.</li> <li>○ Greet every child as they arrive in the classroom.</li> <li>○ Listen to a child who needs to leave the classroom and agree their expectations.</li> </ul>
<p>We are STAR learners. This is respectful &amp; shows we are ready to learn.</p>	<ul style="list-style-type: none"> <li>○ Sitting or standing up straight ready to listen.</li> <li>○ Tracking the teacher at all times.</li> <li>○ Asking and answering questions to show full attention.</li> <li>○ Respecting everyone in the room.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensure all children are ready to learn.</li> <li>○ Give eye contact with children and be smiley</li> <li>○ Ensure they are including all children when asking questions.</li> <li>○ Remind children of the expectations.</li> </ul>
<p>We are amazing Contributors and Listeners. This is respectful &amp; keeps us all safe.</p>	<ul style="list-style-type: none"> <li>○ We put our hands up to speak – One Voice Only.</li> <li>○ We speak clearly so everyone can hear.</li> <li>○ We speak in full sentences.</li> <li>○ We build on what others say.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensure all children are listening to all contributions.</li> <li>○ Respect children's contributions and demonstrate kindness when mistakes are made.</li> <li>○ Model and encourage clear contributions from all.</li> </ul>

<p>We are proud of our presentation of work. This shows we respect ourselves and what we can achieve.</p>	<ul style="list-style-type: none"> <li>○ We use Mr DUMTUMS in every lesson: ○ One-square <b>M</b>argin in our maths books. ○ Long <b>D</b>ate in English, Short Date in Maths.</li> <li>○ <b>U</b>nderline our date with a RULER.</li> <li>○ <b>M</b>iss a Line.</li> <li>○ <b>T</b>itle for the lesson. ○ <b>U</b>nderline our title with a RULER.</li> <li>○ <b>M</b>iss a line. ○ <b>S</b>tart our work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Remind children of Mr DUMTUMS in lessons.</li> <li>○ Ensure children have the correct equipment including a ruler, sharp pencil and a handwriting pen.</li> <li>○ Model using a visualiser so children are clear on expectations.</li> </ul>
	<ul style="list-style-type: none"> <li>○ We write next to the margin.</li> <li>○ Use a sharp pencil or the school-provided handwriting pen.</li> <li>○ In Maths, one digit per square.</li> <li>○ In Writing, miss a line every time.</li> <li>○ If we need to correct work, we draw a line with a ruler through the mistake and try again.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<p>We do terrific transitions across the school day. This shows respect for each other and keeps us safe in school.</p>	<ul style="list-style-type: none"> <li>○ We stop what we are doing when our teacher holds their hand up.</li> <li>○ If we need to move, we stand up from our seat and tuck our chair in.</li> <li>○ We stand behind our chair in silence.</li> <li>○ We line up in alphabetical order or move to my carpet space and sit down.</li> </ul>	<ul style="list-style-type: none"> <li>○ Always use the same hand signals to show what is needed.</li> <li>○ Will wait for silence before children move to their next transition.</li> <li>○ Ensure children line up in alphabetical order.</li> <li>○ Ensure children know their carpet space.</li> </ul>
<p>We are fantastic walkers for Lola. This is respectful to others and Lola in our school and keeps us all safe.</p>	<ul style="list-style-type: none"> <li>○ We always walk facing forwards.</li> <li>○ We always hold our hands at our sides.</li> <li>○ We walk in silence.</li> <li>○ We stand up straight when waiting.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lead by example.</li> <li>○ Check the line regularly and support children when necessary.</li> </ul>
<p>We are excellent at lining up. This shows we are ready to move carefully through the school.</p>	<ul style="list-style-type: none"> <li>○ We always line up alphabetically.</li> <li>○ We face forwards.</li> <li>○ We stand in silence.</li> </ul>	<ul style="list-style-type: none"> <li>○ ✚ Check children are in the right place and insist on alphabetical order.</li> </ul>

<p>We are always polite to others and show kindness. This shows we are respectful to all.</p>	<ul style="list-style-type: none"> <li>○ We always say please and thank you.</li> <li>○ We always say Good Morning and Afternoon back to someone.</li> </ul>	<ul style="list-style-type: none"> <li>○ Model calm, consistent politeness to all adults and children in our school.</li> <li>○ Say Good Morning and Good Afternoon to children every day.</li> </ul>
<p>We have fabulous playtimes. This shows we are respectful and safe in the playground.</p>	<ul style="list-style-type: none"> <li>○ We walk to the playground in alphabetical order for playtime.</li> <li>○ We play safely with our friends.</li> <li>○ We show kindness at all times – we are gentle, we are caring, we are helpful towards others.</li> <li>○ When the teacher claps, we join in.</li> <li>○ When the teacher says, ‘freeze’ we stand in silence and listen.</li> <li>○ We carefully help to tidy all the play equipment away.</li> <li>○ We line up in alphabetical order once all the equipment is put away.</li> </ul>	<ul style="list-style-type: none"> <li>○ Help and support children to play safely with their friends.</li> <li>○ Be watchful and intervene quickly if needed.</li> <li>○ Support collaborative restorative conversations between groups when things may go wrong.</li> <li>○ Support the play of children and help them navigate social interactions successfully.</li> <li>○ Be available to children at all times while on duty - – we should always be focussed on the children and not standing talking to other adults.</li> <li>○ Listen respectfully to all children when they are describing issues.</li> </ul>
	<ul style="list-style-type: none"> <li>○ ☩ We walk back to the classroom in silence.</li> </ul>	<ul style="list-style-type: none"> <li>○ ☩ Be playful with our children and teach them how to play well together.</li> </ul>
<p>We have marvellous manners at lunch time. This shows we are respectful and safe in the lunch hall.</p>	<ul style="list-style-type: none"> <li>○ We line up alphabetically in our classes to collect our lunch.</li> <li>○ We wait in silence for our dinner.</li> <li>○ We say please and thank you to the lunch staff.</li> <li>○ We use normal, quiet voices in the lunch hall so everyone can hear each other.</li> <li>○ We sit with our friends and stay in our seat.</li> <li>○ We use our knife and fork as best we can and are careful not to spill our food.</li> <li>○ We put our hand up so an adult can check we have finished.</li> <li>○ We clear all our rubbish up from the table.</li> <li>○ We are careful when we throw our rubbish away and put our dirty utensils in the kitchen.</li> <li>○ We say thank you to the cooks for our dinners.</li> <li>○ We walk back to the playground.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide nutritious school lunches.</li> <li>○ Call children promptly for their meal.</li> <li>○ Be watchful of children putting their hands up and supporting where needed.</li> <li>○ Support children with using their knives and forks.</li> <li>○ Remind children of the expected noise levels and ensure these are maintained.</li> <li>○ Clean tables between sittings of year groups.</li> <li>○ Replenish food and utensils as needed.</li> </ul>

<p>We leave school calmly full of new knowledge and skills.</p>	<ul style="list-style-type: none"> <li>○ When the teacher holds their hand up, we stop what we are doing.</li> <li>○ We tidy our equipment away and listen to our teacher's instructions.</li> <li>○ We stand up and wait behind our chair in silence.</li> <li>○ When we are asked, we will stack our chair, collect our coat, bag and packed lunch box quietly and quickly.</li> <li>○ We return to our classroom and wait at our desk space to be asked to line up.</li> <li>○ We line up in alphabetical order to be ready to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>○ Will ensure we have time to get our things to go home so we are not rushed.</li> <li>○ Will help to tidy up the classroom and leave it ready for the next day.</li> <li>○ Will ensure children have all their belongings.</li> </ul>
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<p><b>Our General Expectations:</b></p>
<p>We expect children to:</p> <ul style="list-style-type: none"> <li>● Stay in their seat during lessons unless told otherwise by an adult.</li> <li>● Remember to use the toilet at break and lunch time so they are less likely to disturb their learning time.</li> <li>● Always keep their tables neat and clean.</li> <li>● Always keep the classroom neat and tidy.</li> <li>● Remember there should be, 'One Voice Only' unless the teacher has said otherwise.</li> </ul>

This policy has been created using the following government guidance:

- Behaviour and discipline in schools guidance
- Searching, screening and confiscation in school
- The equality act 2010
- Use of reasonable force in schools.
- Supporting students with medical conditions at school.
- Keeping children safe in education.
- SEND code of practice

This policy links to:

- Antbullying policy
- Safeguarding policy
- School uniform policy



## APPENDIX TWO

### REGULATE, REFLECT, RESTORE BEHAVIOUR FLOW CHART

#### LOW LEVEL

- Calling out/talking over the teacher.
- Constant chatting.
- Distracting others.
- Tapping/fidgeting/swinging on chairs.
- Work avoidance.
- Punctuality to class after breaks.
- Incorrect uniform/appearance.
- Chewing gum/eating around school

#### Regulate (I am listening ...)

- Positively reinforce behaviour expectations.
- Verbal/ non-verbal reminder.
- Discussion outside the classroom
- Use self-regulation strategies.

#### Reflect (This is what is happening ...)

- What is causing the issue?  
Discuss who they might be affecting.
- Put in actions to support / prevent repetition.

#### Repair and Consequence (What is the natural consequence for your behaviour?)

- Catch up on work missed or lost time.
- Apologise to those affected.
- Keep record of warnings.
- Discussion with parent/call home.
- Loss of free time.
- Litter picking.

#### Follow-up Support / Actions by staff involved (Class teacher/wellbeing team)

- Adaptations to QFT strategies.
- Contact with parents for support (partnership work).

Behaviours from the medium and high might require a member of staff to use the in-school referral system- warning, thinking time of out class, sent to another teacher, sent to DHT/HT.

#### MEDIUM LEVEL

- Continuation of low-level behaviour.
- Disrespectful behaviour (incl. argumentative and swearing).
- Refusing to follow staff instructions.
- Overly physical behaviour.
- Misuse of technology/mobile phone.
- Vandalism of property.
- Walking away/ out of the classroom (Unless part of behaviour plan).

#### Regulate (I am listening ...)

- Positively reinforce behaviour expectations.
- Use self-regulation strategies.
- Remove pupil from situation.
- Call for support if needed. (e.g. change of adult).

#### Reflect (This is what is happening ...)

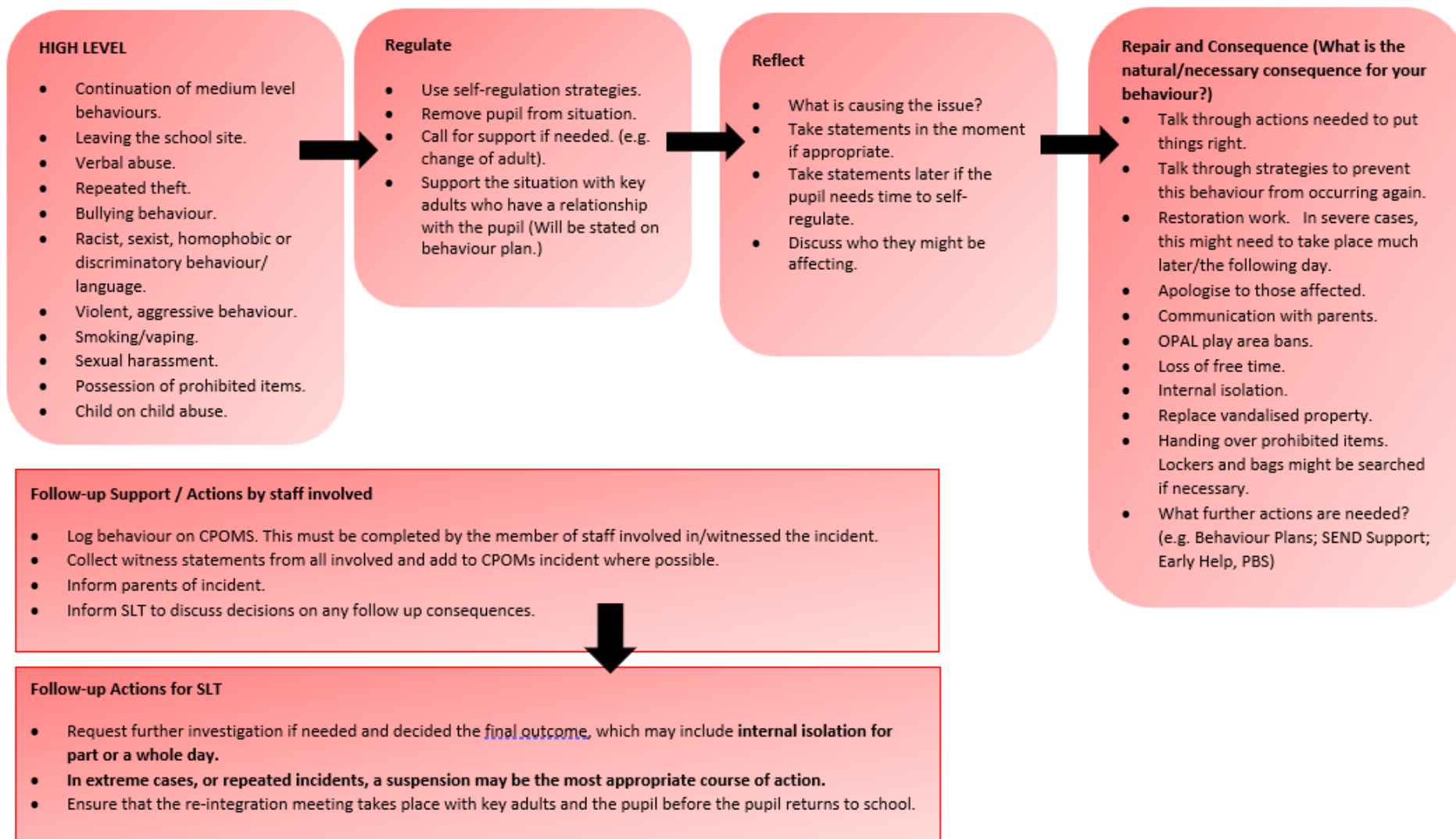
- What is causing the issue?  
Discuss who they might be affecting.
- Put in actions to support / prevent repetition.

#### Repair and Consequence (What is the natural consequence for your behaviour?)

- Catch up on work missed or lost time.
- Apologise to those affected.
- OPAL/play area bans.
- Loss of free time.
- Replace vandalised property.
- Communication with parents.
- Confiscation of phone/items.
- What further actions are needed? (e.g. Early Help; Positive Report; SEND Support; IBP)

#### Follow-up Support / Actions by staff involved (Class teacher/Pastoral team)

- Log behaviour on CPOMS and ensure class teacher aware.
- Collect witness statements if needed and add to CPOMS incident.
- Inform parents of incident.
- Behaviour support plan in place if needed.
- Inform SLT to support decisions on any follow up consequences (if needed).



\*Confiscation of mobile phones

1. When a pupil is found to be using their mobile phone during the school day ('using' means the phone has not been switch offed and left in the office; the pupil is accessing the phone during the school day), the phone will be taken to Reception where the pupil may collect it at the end of the day.
2. When a pupil repeats the offence stated above, the phone will be taken to the office but returned to the parent who will be contacted to collect the phone.
3. If a pupil continues their disregard for the school's policy around the use of mobile phones, the pupil will be expected to deliver their phone to the office at the start of every school day and collect it at the end of the day.

## **APPENDIX THREE**

### **Emotion Coaching Example Scripts**

Below are some example 'scripts'. The key is to "connect before you correct" or in other words ensure the child's feelings are validated, before setting the limits and suggesting ways forward.

#### **Step 1: Connect (tune into the child's feelings and your own)**

Use the iceberg analogy to help you to look beyond the behaviour that you see.

What is the young person communicating through their behaviour?

What needs are and are not being met?

How might the young person be feeling? Why? What might they be thinking? What do they need?

How is this making you feel and is there anything you can do or say to yourself to support you with these feelings?

#### **Step 2: Acknowledge (label and validate feelings)**

**Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.**

"You seem angry to me" or sad, upset, fed up etc.

"You look kind of angry?"

"I can see you are angry."

"The way you are feeling seems to be making you / made you angry."

"You're angry about..."

"I can see that something's not quite right – can you tell me about it?"

Affirm and empathise with the emotion, allowing time and space for calming down.

"I'm sorry that happened to you, you must have felt angry?"

"I would feel angry if that happened to me."

"I understand why you are angry."

"It's normal to feel angry about that."

"It's ok to feel angry about that."

"I know you're feeling angry – I would feel the same too."

#### **Step 3: Limit setting**

**Separate emotion from the behaviour. Clarify what is an acceptable expression of emotion, and what is not. Allow time and space for calming down. These examples are primarily for younger children.**

"It's not ok to hit / bite / push / shout at your friend."

"Hitting is not acceptable."

"The rules are that we don't hit people."

"We don't deal with ..... by hitting our friends"

"You cannot hit people."

"Hitting is not helpful."

#### **Step 4: Make a plan (problem solve and find solutions together)**

**Identify alternative, more appropriate/productive ways of expressing and/or managing feelings, behaviours and actions. Empower the child to take ownership.**

“Let’s think of what we could have done instead.”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope.”

“Can you remember feeling this way before, and what you did?”

“Have you thought about doing this instead?”

“How did you handle it last time?”

“How can you get over this?”

“Can you remember what we discussed last time?”

Agreeing possible solutions and ‘scaffolding’ suggestions where appropriate.

“Try and do this next time you feel like this.”

“Let’s decide what you will do next time you feel like this.”

“What do you think you can do better/change next time?”

“Do you think doing that would be more helpful for you and others?”

“What could you have done?”

“This is what we can do instead.”

“How do you think you will react next time, or if this happens again?”

#### **Strategies for promoting positive behaviour**

There are a number of strategies that we use which aim to promote positive behaviour in our school. Many of the techniques listed below are referred to in “When the Adults Change, Everything Changes” by Paul Dix (2017) and are in line with the Attachment Awareness Trauma Informed Approach to behaviour management.

##### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. We believe children need a positive and supportive ethos to encourage them to thrive. Our policy is one of creating positive relationships between all stakeholders. As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive, caring behaviour, which in turn helps to promote a happy secure school environment. Alongside the verbal praise given when children are displaying the school values we also acknowledge and celebrate this in class, whole-school assemblies and with significant adults in the child’s life. Praise can also be non-verbal and more intimate: a smile or a thumbs-up. Expand your vocabulary for praise.

Usually, criticism should be as private as possible; lowering a child’s self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel ‘told off’ too.

##### **Three positives before a negative**

This can apply to individuals as well as to classes. Before making a suggestion about a child’s work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings and think about what children are trying to communicate

We take a non-judgmental, curious and empathetic attitude towards behaviour. Children often misbehave because they are trying to communicate something to us: All behaviour is communication and for this reason, we focus on the feelings or the emotions that might drive certain behaviour, rather than the behaviour itself. Children often attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

#### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

#### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour. It is the consistent application of these positive behaviour strategies, which will have the most impact on children regulating their behaviour.

#### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

#### **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children and build a relationship with them

Listen to children and make them feel significant. Our pupils are at a critical developmental stage where they need adults who will listen, recognise their feelings and offer guidance. Time invested in building the relationship will build trust and give children a sense of belonging. Follow up concerns raised and complaints made, even if you need to say that you will deal with it later.

#### **Maintain frequent contact**

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

#### **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class;
- Your proximity to disruptive children;

- Your facial expressions;
- Your tone of voice;
- Your posture;
- The use of eye contact;
- How you are feeling? (Are you able to manage the situation calmly or do you need to take yourself out of the situation).

Use the above to communicate your confidence and authority in a calm and controlled way.

**Catch them being good**

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.