Positive Behaviour Policy & Procedure

Aims
● To ensure that all adults and children treat each other with mutual respect and consideration.
● To develop a moral framework within which children can mature emotionally and develop sound relationships.
● To create an environment in which everyone at TBS feels safe, secure and respected.
● To promote children’s ability to manage their own behaviour and develop self-discipline.
● To outline the reward systems in place to encourage positive behaviour.
● To enable children to develop a sense of self-worth, respect and tolerance for others regardless of age, attainment level, gender, ethnic origin, disability and special educational need.

Overview
At TBS we approach concerns regarding student behaviour with an attitude which is supportive, understanding and nurturing as far as possible with regard to infringements and associated sanctions. We work from the perspective that we never have problems with a student, only their behaviour.

Procedure
All year groups will follow the procedure below. If class teachers or year groups wish to implement additional strategies to encourage positive behaviour, they may do so at their discretion as long as this does not impinge on the aims or points listed below.

● In Primary, children will receive a house point for each occurrence of good effort and once 50 have been collected they will receive a merit certificate in their house colour during a family assembly. Once they have achieved 250 house points they receive a rosette in their house colour.
● Positive learning attitudes and contributions are recorded in the child’s ‘Special Achievements’ section of their Learning Journal by the class teacher.
● Students may receive a house point for effort, exemplary behaviour, academic performance, good citizenship or displaying the personal goals. These house points will contribute to a house award at the end of each term and individual recognition for students who have the highest number of points.
● In all Key Stages, excellent work can be shown to the Assistant Head, Vice Principal or to the Principal.
● All adults will model outstanding behaviour showing respect, tolerance and consideration.
● The Students’ Code of Conduct signed by children Year 3 and above, this outlines expected behaviours of all students.

Consequences for unacceptable behaviour
Class teachers/mentors will use positive strategies to encourage good behaviour. Approaches for
unacceptable behaviour will be consistent and fair, aim to clarify that the behaviour is unacceptable, minimise disruption to learning within the lesson for all students, minimise the time between the infringement and the teacher’s issuing of a consequence as far as possible to reinforce the link between the two.

Teachers may ask students to report to them outside of class time to discuss an incident or complete missed work.

Minor infringements outside of the classroom will be dealt with by the teacher on duty or any witnessing teacher. Any infringement which is not minor should be reported to the mentor or class teacher who can arrange sanctions if necessary.

Serious or persistent infringements should be reported to the Head of Key Stage. All incidents of this nature will be recorded on Engage.

If it is felt appropriate to initiate a behaviour management programme there will be a meeting between the class teacher/mentor, Assistant Head and / or Head of LS /Vice-Principal/ Principal and parents. An Individual Behaviour Plan will be created.

In the very rare cases that behaviour is consistently unacceptable, or constitutes a danger to self or others, any adult, child or student may be asked to leave the school on a temporary or permanent basis.

June 2019