

Tanfield Lea Community Primary School

Behaviour Policy



Opening Doors, Enriching Lives

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BEHAVIOUR POLICY

Introduction

At Tanfield Lea Community Primary School we believe that each individual within the school is important and his/her welfare is important to us all. **Care** is one of our values. We stress the need to care for one another at all times. We stress to children that we do nothing to hurt one another. We define hurting as anything which causes pain, damage or personal upset.

Following the Unicef guidance we take the view of everyone has rights and responsibilities. The children have a right to have certain expectations when in school – they also have the responsibility to ensure that they behave in an appropriate manner. At the start of the year children will discuss a code of conduct for their classroom and other areas of the school considering their right and their responsibilities. These will then be displayed in school as a reminder to all.

In addition to this the school has incorporated the ethos of Growth Mindset into our behaviour plan. As a staff team we are committed to promoting the Growth Mindset concept to all of the children in our care.

Growth Mindset allows our pupils the opportunity to:

- Embrace changes
- Persevere despite obstacles
- See effort as a path to mastery
- Learn from criticism
- Be inspired by the success of others.

Our school believes that Growth Mindset will have a considerable impact upon the positive management of challenging behaviours.

We encourage positive behaviour in all aspects of school life and all staff are expected to set a good example to children at all times.

The staff in school will meet and greet the first few children in the morning when they come on to the school grounds and particularly, as they enter the classroom. We feel this sets a good example to the children, models positive behaviour as well as ensuring the children are welcomed and given the opportunity to speak to the teacher at the start of the day. Once half to 2/3s of the class are in the class, the teacher will enter the classroom to maintain expectations.

When children are together in a group if staff want them to listen, then the member of staff raises their hand. This is a signal to the children to stop what they are doing and they too raise their hand. This has a wave effect so that within a very short time the member of staff has everyone's attention without having to raise their voice.

We also have an agreed approach when talking to children about their voice level. This should be displayed in every classroom and referred to as necessary. The range of voices to be used is from 'Voices Off – I should be working in complete silence. There should be no talking or noise'. To 'Outside Voice – I can talk loudly when playing. I use this voice outside'. Staff will refer to these terms when talking to children about how they use their voice. (See Appendix A for the Tanfield Lea Voice Levels chart).

We have a few simple rules to ensure the safety of all children and that we can provide a positive learning environment for all.

Class Rules

Always listen when spoken to and follow instructions.

- Keep hands, feet and other objects to yourself.
- Walking Well:
 - Everyone walks at all times within school.
 - Everyone always walks on the left-hand side when walking around school.
 - When moving as a class around school you must walk in single file with no gaps.
 - When moving around the corridor as individuals (children and adults) you can walk in pairs (no more than that) but when someone is coming the other way then you move immediately to single file.
 - Always hold the door open for someone who is following you.
- Always try to do your best.
- Take care of equipment and belongings and always put them back in their proper place.

Rules for outside

- Always listen and do as you are asked by adults in our school.
- Keep hands and feet to yourself – no fighting!
- Be kind to others and have fun safely.
- Always tell the truth.
- Stop when the whistle is blown or the bell is rung and line up in your class line. This is for break, lunch and privilege time.
- Return any equipment you have been playing with to the shed or container.

Rewards and Consequences

Rewards for Positive Behaviour

We have a reward system which stresses the positive side of behaviour management. Any child who behaves well or works to their potential will receive rewards. These come in the form of smiles and verbal praise, Success Cards, stickers and team points (KS1 and 2).

Success Card Stamps and Certificates

Children should receive a minimum of 6 stamps every year and a maximum of 12. Once they have 10 Success Card stamps (recorded in their Personal Organiser) a postcard is sent home via the class teacher to share this achievement with parents and the child is awarded a certificate which is announced in the Friday assembly. The Certificates work progressively round the world. The first is for the United Kingdom, the last is Australia.

Success Card stamps awarded will be personalised for the child. There should only be a small number of times when a generic stamp is awarded (eg performed in the Talent Show, 100% attendance for the half-term)

The post card, which will be sent home via the class teacher, will be addressed to the child to celebrate what they have achieved.

Staff will monitor the Success Cards to ensure that the achievements of all children are celebrated.

Children also have weekly Privilege Time. This takes place every Friday afternoon.

At the end of the half term, children in KS1 and 2 children who have lost no Privilege Time and have attended school for at least 90% for the half-term will be given a treat (chocolate biscuit KS1 + hot chocolate (KS2)).

Consequences of Negative Behaviour

'Care' (for each other) is one of the TLCPS values. The school's curriculum supports and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school is preparing children for life in modern Britain. These are taught through the PSHE curriculum and assemblies, and reinforced through the wider curriculum and pastoral support.

The school will not accept inappropriate behaviour towards any child.

The school takes action against all instances of homophobic, sexist/misogynistic, transphobic, racist or other prejudicial language and/or behaviours, and sexual violence or harassment. Bullying incidents, including prejudice-based and discriminatory bullying, are dealt with swiftly.

During the week if children do not behave or work in a positive way then there are consequences.

In the Early Years consequences are given in the following order: 1) verbal warning and reinforcement of the direction 2) child given 2 minutes time away on the 'Sad Spot' 3) further verbal warning 4) a conversation with the parent/carer 5) a visit to speak with the Behaviour Support Lead / Head Teacher.

In KS1 and 2 these consequences range from a warning to losing Privilege Time or experiencing 'time away' – this could be in a different part of the classroom, the Quiet Room or, if appropriate, another class. If a child loses privilege time they may have the opportunity to earn it back if they can suggest an appropriate way and will do it in their own time.

For significantly disruptive behaviour advice and support from the Behaviour Support Lead /the Leadership team is requested.

By the end of the week, the time lost from Privilege Time has to be spent reflecting on the choices made, missing out on Privilege Time activities.

The Behaviour Support Lead will also target children who persistently lose Privilege Time, meeting and planning a course of action to improve upon behaviour.

We have organised our consequences into four stages. These consequences are slightly different accordingly to Key Stage. The majority of children will stay on Stage 1, as described above. However, there are times when children need greater support with regard to their behaviour and times when, if inappropriate behaviour is serious enough, the child will be referred directly to the Behaviour Support Lead or Head Teacher who will contact parents if he/she feels this is necessary.

The following is a summary of our Stage Procedures.

General Consequences in Class

Stage 1

Consequences are based on warnings – the children have up to 5. This gives them the opportunity to choose to change their inappropriate behaviour.

As a school we have listed some of the behaviour that might result in a warning:

- Refusal to do work
- Refusal to follow instructions (eg don't rock on your chair, stop tapping, please stop talking to...)
- Talking over the teacher
- Talking loudly to children on other tables
- Making noises
- Getting out of your seat without being asked
- Back-answering

This list is not exhaustive.

KS1 and KS2

- 1st warning - Spoken warning and a reinforcement of the direction.
- 2nd warning – Repeated warning, if required give time away from group, until calm enough to return.
- 3rd warning – Loss of Privilege Time.
- 4th warning - Time away with Behaviour Support Lead / member of the Leadership team
- 5th warning - Sent to speak to the Head Teacher/Deputy Head where available. The child will complete their work here, or with an adult designated by the Head, for the remainder of the day.

Children may also lose playtimes if work is not completed or if they are stopping the rest of the children in class from learning.

If children are absent from loss of Privilege Time, this will be completed when they return to school.

More significant negative behaviour (swearing, damage to school property, physical intimidation/aggression, discriminatory behaviour outlined above) will receive an immediate Loss of Privilege time/Red Card sanction.

Stage 2

- A Behaviour Monitoring Sheet (For an example – see Appendix B) is set up in discussion between the child and their class teacher, based on their needs. This form could include:
 - Earning privilege time for each successful lesson/session
 - Earning a small reward for each successful lesson/session

The form will capture the positives of the child's behaviour as well as the areas for improvement.

This is used for two weeks to support behaviour. Teacher informs Behaviour Support Lead via CPOMS and will inform the parent of this.

In most circumstances, this sheet would be shared with parents/carers at the end of the week.

If this proves successful over the two weeks then Stage 2 may continue to support the child. If appropriate, they may go back to being on Stage 1. If after two weeks there has been no change to the child's behaviour then they move on to Stage 3.

Stage 3

- Teacher has meeting with Head Teacher and Behaviour Support Lead to discuss difficulties with pupil and the action taken so far is discussed.
- A meeting is arranged between parents, teacher, Behaviour Support Lead and child to discuss the problems. Evidence can draw upon evidence from CPOMS – time away records, loss of privilege time sheets and Behaviour Monitoring sheet. A record of this meeting is made on CPOMS. During this meeting a plan of action to support the child should be drawn up. Child is put onto a Pupil Passport/Behaviour Support Plan (See Appendix C), led by Behaviour Support Lead and class teacher to communicate their daily progress. A further meeting is arranged to review progress every 4 weeks.
- If the action has been successful the child will move back to Stage 2 with behaviour continuing to be monitored.

If the action was not successful but other ways ahead are identified then these can be planned for. If there is no clear way ahead and the behaviour is deteriorating rapidly and affecting the learning environment in the classroom then the pupil must move to Stage 4.

Stage 4

- Teacher has meeting with Head Teacher and Behaviour Support Lead to discuss difficulties with pupil and the action taken so far is discussed.
- The Head Teacher will make a referral to external agencies (Primary Inclusion Panel, Crisis Response) to seek additional support.
- A meeting is held between class teacher, Head Teacher, Behaviour Support Lead, child and parents.

If the action has been successful the child will move back to Stage 2 with behaviour continuing to be monitored.

If the action is unsuccessful but alternative ways ahead are identified (possibly involving outside agencies) then these are planned for in the usual way and a meeting is held to review progress. A Behaviour Support Plan involving outside agencies will be drawn up at this point.

If the action is unsuccessful and the school feels that there is no more that the school can do then the situation will be discussed with parents and alternative approaches will be considered.

Suspensions (Fixed-term Period) and Permanent Exclusions

A range of sanctions are available to the Head Teacher in dealing with persistent or serious behaviour incidents.

A decision to suspend a child, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to children and staff.

These include:

- Suspension from school in line with LA policy for a fixed period of time
- Permanent exclusion from school in line with LA policy (PEX)

Suspension (fixed period time)

A suspension will be used for the shortest time necessary to secure benefits without adverse educational consequences. (No more than 45 days in a school year).

Suspension for a period of time from half a day to 5 days would be imposed only when the school had already offered and implemented a range of support and management strategies and/ or made reasonable adjustments in the case of children with additional needs.

No suspension will be initiated without first attempting other strategies or, in the case of a **serious** single incident, an investigation where the situation allows.

Any suspension will be at the decision of the Head Teacher, or the person placed in charge by the Head Teacher, and in consultation with other members of the senior leadership team (particularly if they are involved in investigating the incident).

Reasonable adjustments and due regard will be made for children with additional needs, however, there may be times when suspension is still necessary.

A suspension may occur when there has been:

- A serious breach of the school's rules or policies;
- An incident where there was a serious risk or cause of harm to the education, safety or welfare of the child and/or other children or adults in the school.

The school reserves the right to exclude any child for inappropriate behaviour at any time for example swearing directly and vehemently at adults or displaying physical aggression.

Suspension of children with SEND

The school will take account of any special educational needs and disability when considering whether or not to suspend a child.

The Head Teacher of the school will ensure that reasonable adjustments have been taken by the school to respond to a child's disability/special educational needs so the child is not treated less favourably for reasons related to their disability/need, in compliance with the Equality Act 2010. Reasonable adjustments will include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the child's behaviour
- Requesting support from specialist staff within school and external agencies
- Considering whether the behaviour has arisen as a consequence of the child's disability and whether the decision to suspend is a "proportionate means of achieving a legitimate aim". (Equality Act 2010).

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for suspension as far as possible, suspension may still be justified following serious incidents. The school has a duty of care to all children and staff and an incident which puts their safety in jeopardy may be an example of where suspension could be necessary.

Permanent Exclusion (Pex)

A permanent exclusion is a very serious decision and the Head Teacher will consult with the Chair of Governors and Local Authority before enforcing it. As with a Fixed Term suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies.

Searching of children

Head Teachers and staff authorised by them have a statutory power to search a child or his/her possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. School staff can search a child for any item if the child agrees.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- any article that the 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 to the property of, any person (including the child).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Physical Contact with Pupils

Tanfield Lea Community Primary School is a Team Teach school. Team Teach is a holistic positive behaviour management approach in which designated staff are trained in to enable them to promote safe and positive behaviour from all pupils, regardless of need.

At times it may be necessary to use positive handling strategies, in order to "prevent children from hurting themselves or others, from damaging property or from causing disorder". The decision on whether or not to physically intervene is down to the professional judgement of the individual concerned and should always depend on individual circumstances. This response will be reasonable and proportionate.

Within school, members of staff are trained in "Team Teach" positive handling techniques, however, the principle of using positive handling applies to all staff in school. Please request our Team Teach / RPI Policy for further detail.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Out of School Behaviour

Only children in Year 5 and 6 are permitted to walk to and from school alone. Year 5 and 6 children who have permission to walk are responsible for their behaviour whilst travelling to and from school. Should their behaviour not be acceptable parents/carers may be asked to accompany them or collect them until they have proved they can be trusted

again.

Parents will be informed of any issues that school is made aware of by members of the community and a course of action will be discussed.

Social Media

If social media use at outside of school has an impact on school life, school reserves the right to investigate where this has an impact on the well-being and safety of children/staff in school.

Lunchtime and Playtime Behaviour Management

The majority of children enjoy playing together and accessing OPAL at lunchtime. Some children may have to be closely monitored, and if so, will wear a Hi-Vis jacket to enable this – this would be agreed with parents to ensure their child's safety.

There are some times when children behave inappropriately at lunchtime. When this happens, the following procedures will be used:

Consequences at Lunchtime

- 1st Warning – Verbal – reminding them as to what they should be doing.
- 2nd Warning – yellow card – time away at the wall.
- 3rd Warning or serious incident – red card. Withdrawn from current lunchtime or, if incident happens at the end of lunchtime, from the next lunchtime.

The Red Card form to be completed during the red card consequence can be found in Appendix D.

Tanfield Lea Voice Levels

Voices Off



I should be working in **complete silence**. There should be no talking or noise.

Whisper Voice



I can **whisper** to my partner. Only the person sitting next to me should know I am talking.

Partner Voice



I can **talk quietly**. Only the person sitting next to me should be able to hear *what* I am saying.

Projection Voice



I should speak so that everyone in the class can hear. If I am asked to '**Project**' I should speak more loudly.

Outside Voice



I can talk **loudly** when playing. I use this voice outside.



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APPENDIX B: Example Behaviour Record Sheet

Behaviour Support Plan record sheet		Targets: 1) Hand up to speak 2) Follow instructions & work well		Plan Date:		Review Date:	
	1 st lesson	2 nd lesson	3 rd lesson	4 th lesson	5 th lesson		
Monday	1   	1   	1   	1   	1   		
	2   	2   	2   	2   	2   		
Tuesday	1   	1   	1   	1   	1   		
	2   	2   	2   	2   	2   		
Wednesday	1   	1   	1   	1   	1   		
	2   	2   	2   	2   	2   		
Thursday	1   	1   	1   	1   	1   		
	2   	2   	2   	2   	2   		
Friday	1   	1   	1   	1   	1   		
	2   	2   	2   	2   	2   		

BEHAVIOUR SUPPORT PLAN

Name/Class:	DOB:	Plan Date:	Review Date:
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Identify Problem Behaviour

Use behaviour monitoring sheet, red cards and CPOMS to record information in this section.
What does it look like? What triggers it?

Targets

What are we working towards? What will the target behaviour look like?

Intervention Strategy		
Proactive and Preventative Strategies How do we maintain positive behaviour? How do we support the child to achieve their target? Phrases to use. Rewards and motivations for the child. Interventions.	Antecedents What to look out for. Triggers. How to respond.	Reactive Strategies How do we minimize the impact of the behaviour? How do we diffuse the situation? Which de-escalation strategies are most effective with the child? What to do and not to do. Phrases to use. Calming techniques. When should another member of staff be informed?

After an Incident

Date of the incident:

Restorative practice or sanctions used, any contact with parents:

Agreement

Parent name_____

Parent signature_____

Staff name_____

Staff signature_____

Date_____

Evaluation and next steps:

How effective is the plan?

Does it need amending or do you need to try a new approach?

Consider rewards and sanctions, relationships, clarity and consistency, parental involvement.

Record suggestions to be considered when the plan is reviewed.

Name of pupil/class:

Date red card issued:

Name of pupils involved:

Name of staff involved:

Name of person completing this form:

[illegible]

RED CARD PUPIL DEBRIEF

What started it?

.....

.....

.....

How did you feel?



What happened then?

.....

.....

How do you feel now?



What could you do differently next time?.....

.....

.....

.....

.....

Do you understand and agree with what has been written?

YES

NO

Are you happy with how staff handled the situation?

YES

NO

Name Signature (Pupil)

Name Signature (Staff)