

Tylers Green First School



Behaviour Policy

September 2025

Behaviour Curriculum

At Tylers Green First School, we place children at the heart of the school and decision making. Our School values are directly related to our approach to behaviour management, and underpin all of our work in school.

Our teachers believe that children should be:

**Safe
Happy
Creative
Learning
Successful**

In order to achieve these aims, children need a clear set of rules to follow in school. Our School Council helped us to write these rules:

Be Kind

Be Safe

Do Your Best

Look after our School

Listen to Grown Ups

In order to support the children to keep these rules, we use positive reinforcement as much as possible. We explain to the children what behaviour we expect of them. At the beginning of the school year, each class will go over the school rules and the children will be reminded of the rules in assemblies and in class discussions.

Within classrooms, reward systems are used for children who can earn rewards such as stickers, certificates or tally points. These are displayed in each classroom in Key Stage 1 and the children are proud of their achievements.

Pupils know and understand the school values through assemblies and class discussions. Weekly assemblies celebrate pupils showing the school values. Our PSHE curriculum (Jigsaw) reinforces and explicitly teaches positive friendships and behaviour.

Behaviour Barometers and Levels of Behaviour

All classrooms have a behaviour barometer. This is a simple system where the children can see quickly whether their behaviour is as we would expect. This enables us to talk about what behaviour is acceptable and unacceptable with the children.

The Behaviour Barometer has 5 levels:



All children start the day with their name on green. Following the school rules, and working hard means that a child can be moved up to silver. If a child achieves gold, their teacher will give them a sticker to reward them for their excellent behaviour.

If a child is not following the school rules, they will be given a warning by their teacher. If they are still not behaving as expected their name will be moved down to Orange. Further poor behaviour after warnings will result in loss of minutes of playtime.

Red is for very serious concerns such as fighting, bullying or unkindness. If there are “red” behaviours then the behaviour log is completed and the whole of play or lunchtime will be missed. Parents will be informed about incidents of Red behaviour.

If a child has been moved down on the barometer, they can earn a move back up to green by showing exemplary behaviour. Minutes of playtime will still be missed.

Colour	Examples of behaviour	Reward/Sanctions possible
Gold	Showing especial kindness or thought to others Continually doing the right thing, even if others are not Trying hard at tricky work Choosing to behave safely even if others are not	Stickers Certificate Praise note home Headteacher’s award Values assembly certificate
Silver	Listening and trying hard in class Answering a difficult question Doing the right thing consistently Being a good friend	Move up on the behaviour barometer, verbal praise.
Green	All children start on Green as every day is a new day. Following the school rules	Praise from the teacher
Orange	Running in corridors Talking in class when asked to stop Not following adult instructions Unkindness to others Dropping litter Not taking care of school equipment	1 warning to explain what is expected then moved down to orange if no improvement. Missing minutes of playtime as decided by the teacher.
Red	Fighting or hurting others Bullying Destroying school property deliberately Very unkind words (such as swear words or discriminatory language) Very unkind deeds (such as hiding or taking someone’s things)	Mrs Talbot informed Behaviour log completed Parents informed Whole playtime or lunchtime play missed. In extreme circumstances, exclusion or suspension from school may be considered by the Headteacher.

The School will keep a behaviour log of incidents involving red behaviour. If there are more than two incidents of red behaviour in a 6 week period, then the parent will be invited to

meet with The Headteacher and the class teacher to identify support and targets to work towards.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Some children will have an individual behaviour plan with their own system of sanctions and rewards.

Roles and responsibilities

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The Curriculum Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the APP Committee, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for implementing the behaviour policy consistently by:

1. modelling positive behaviour at all times.
2. Providing a personalised approach to the specific behavioural needs of particular pupils
3. Recording behaviour incidents and referring serious behaviour to the Headteacher.

Parents are expected to:

- *Support their child in adhering to the school rules.*
- *Inform the school of any changes in circumstances that may affect their child's behaviour*
- *Discuss any behavioural concerns with the class teacher promptly*

Bullying

Bullying is defined as the *repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.*

Bullying is recognised by the school as a form of peer-on-peer abuse. Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Incidents of bullying should be reported to the Headteacher by teachers, parents, pupils or anyone within the school community.

All incidents of suspected bullying are investigated by the Headteacher, which includes speaking to all children involved, parents of children and any witnesses. The Headteacher will complete a record of the suspected bullying including a summary of the incident/s and actions taken.

Actions taken may include:

- *An agreed behaviour contract*
- *Missing break and lunchtime for a period of time*
- *Restorative intervention*
- *In extreme circumstances, exclusion or suspension*

Any child may be bullied, however it is important to note that some children are more vulnerable to bullying. These include children who have special educational needs or disabilities, children who are suffering from mental health conditions and children who are or who have been looked after by the Local Authority. At Tylers Green First School, teachers understand these vulnerabilities and will be particularly vigilant for those children.

Our whole school approach to preventing bullying includes:

- our PSHE curriculum (Jigsaw), whole school assemblies and class discussions.
- Children are taught that they should speak to an adult if they are upset.
- Adults in school are taught to support children and pass on bullying concerns to the Headteacher as part of our approach to safeguarding.

Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- *Causing disorder*
- *Hurting themselves or others*
- *Damaging property*

Incidents of physical restraint will always be used as a last resort, be applied using the minimum amount of force and for the minimum amount of time possible and be used in a

way that maintains the safety and dignity of all concerned. Physical restraint will never be used as a form of punishment. All incidents of physical restraint will be recorded and reported to parents.

Searching and confiscation

In line with 2022 guidance from the Department for Education:

If a member of staff believes that a pupil has an item that may be harmful, belonging to another person or that they genuinely believe the pupil should not have, then school staff may check the child's bag or coat pockets. Pupils may be asked to turn out their pockets. If they refuse to do this then the matter should be referred to the Headteacher or Assistant Headteacher.

School staff other than the Headteacher or Assistant Headteacher will not ask pupils to remove clothes to be searched. In most circumstances the school will call parents to come and check the child's clothing.

Any searches by a member of the school staff MUST be reported to the Headteacher.

The Headteacher and Assistant Headteacher is able to authorise a search using reasonable force if there is a belief that the child has possession of items on the Department for Education's prohibited list or those listed below as part of this policy. This would only be done as a last resort if there is believed to be a safeguarding issue.

The school will follow the guidance in the Department for Education's document "Searching, screening and confiscation guidance July 2022" when carrying out any searches.

The Department for Education lists the following items as prohibited in schools:

Knives and weapons; alcohol; illegal drugs; stolen items; 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 property of; any person (including the pupil). An article specified in regulations: tobacco and cigarette papers; • fireworks; pornographic images.

Tylers Green First School would also consider prohibited any of the items below:

- Medication/drugs or other items that may cause harm, eg cleaning chemicals, sprays.
- Sharp objects or items that may break and become sharp
- Expensive items such as electronic devices, jewellery, large sums of money
- Matches, lighters, firelighters, fireworks
- Mobile phones, cameras, smart watches, toys with recording, streaming or photograph capability
- Anything that an adult reasonably believes may be a safeguarding issue if it remains in the possession of the child

Sometimes children bring items to school without their parents' knowledge and without understanding fully what it is they have in their possession. The Headteacher will use discretion as to whether any instances of children bringing banned or potentially harmful items to school constitute a breach of the behaviour policy – children who *intend* to bring harmful items would be sanctioned.

Mobile phones or devices with recording capabilities will be checked by the Senior Leadership Team to ensure that other pupils have not been recorded or photographed.

Adults will explain to the child why they need to take the item away from them and that this will be held in safekeeping and returned to the parent.

School staff will carefully consider whether a safeguarding referral needs to be made – please see the safeguarding policy.

Beyond the school gate

The responsibility of the school does not stop when a child is off site. Instances of poor behaviour off site (and particularly online) where the child is identified as being a member of Tylers Green First School may be dealt with under this policy.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Curriculum Committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles in appendix 1 to this policy will be reviewed and approved by the Full Governing Body annually.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions and suspensions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.

Pupils are helped to take responsibility for their actions.

Families are involved in resolving and discussing behaviour incidents to foster good relationships between the school and pupils' home life.

Staff will provide additional support to pupils who have experienced trauma and pupils with social, emotional or mental health needs so that our most vulnerable children are helped to behave positively.

The governing body also emphasises that violence will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every year.

behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, parents, Governors)	

