

Tithe Farm Primary School



Behaviour for Learning Policy

Introduction

At Tithe Farm Primary School, we value all members of our community and aim to help our children to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

We believe in equal opportunities for all pupils, regardless of age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners; including those with SEND. It is our belief that everyone will learn most effectively in a positive and secure learning environment where they are valued as individuals and where they are encouraged and stimulated to fulfil their potential. We want the children at Tithe Farm to feel safe and happy in their learning environment and as a consequence be free to aspire to be the best they can be.

Our Core Beliefs

- All behaviour is communication.
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- We adapt our own behaviour and practices to meet all children's needs.

Aims

At Tithe Farm Primary School we aim to:

- Encourage children to manage their own behaviour through being taught self-regulation strategies
- Encourage children to respect the rights of others
- Develop children's self-esteem and build resilience
- Build workable relationships that enable the school to be a safe and positive learning environment.

Key Definitions

Anti-social Behaviour:	Behaviour that causes harm to an individual, a group, to the community or to the environment.
Behaviour:	Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour.
Bribery:	The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.
Conscious behaviours:	Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.
Consequence:	A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts
Dangerous behaviour:	That which is anti-social and will predictably result in imminent injury or harm to one's self or others.
Difficult behaviour:	That which is anti-social, but not dangerous.
Dynamic	A group brought together by choice or circumstance
Emotion	A subconscious reaction to a stimulus. We attach a feeling to this experience.
Equality:	Affording people the same equal status, rights, and opportunities
Equity:	The differentiated measures to provide equal opportunities.
Feeling	The engagement within an emotional stimulus. These are formed in the brain and assign a meaning to an emotional experience.
Healthy Therapeutic Balance	Having sufficient prosocial feelings to not be overwhelmed by anti-social feelings experienced.
Pro-social Behaviour:	Relating to behaviour which is positive, helpful, and values social acceptance. It is characterised by a concern for rights, feelings and welfare.
Unhealthy Therapeutic Balance	Having insufficient prosocial feelings by anti-social feelings, causing a sense of being overwhelmed and anxiety
Unsocial Behaviour	Not enjoying or needing to behave socially in the company of others, but not to the detriment of others.

The Tithe Farm Way: Be Ready, Show Respect, Stay Safe

At Tithe Farm Primary School, we expect the highest standards of behaviour and attitudes towards learning at all times and believe that building positive relationships is key to this. Within school we use the term: The Tithe Farm Way; this is used as an easy prompt for all members of the school community to ensure that behaviour aligns with our expectations.

We expect all members of our school community to:

- Be ready for learning
- Show respect towards all members of our community

- Stay safe at all times

These rules are explicitly taught and modelled by all members of our school community. All school behaviour can be linked back to The Tithe Farm Way –this helps to ensure consistency across all school staff.

Our Tithe Farm Way to behaviour displays the rules and expectations at Tithe Farm. This is formatted so that expectations are easily identifiable by all school stakeholders and that established routines are a core part of school learning.

Our routines:

What your permit, you promote. Expectations in each classroom will be led and maintained by classroom practitioners and reinforced by school leaders. It is our belief that school staff will model the desired behaviour across the school environment. Consistent approaches to supporting school behaviour will be modelled by all school staff. This will be through the following:

- Positive language and descriptive cues
- Tactical ignoring
- Directed choice
- Partial agreement
- Take-up time
- Restorative Conversations

Behaviour is a community effort. Behaviour at Tithe Farm is part of everyone's responsibility. Through taking a collaborative approach as staff, pupils and families, it is anticipated that the desirable behaviours are positively reinforced and modelled.

Connect before you correct. Relationships are at the heart of our school. It is important that these relationships between staff and pupils are developed and allowed to grow. Only when feeling safe and a sense of belonging is felt by a child, will they be able to fulfil their potential and develop pro-social behaviours. Correctional language will be visible, quick, light and through conversation. Thus, supporting the high standards of behaviour expected at Tithe Farm.

Zoom out. Zoom in. Staff and children should be encouraged to zoom out and look at the wider picture. When taking a step back and looking at the wider picture, it can support staff and children in focusing in on the pro-social behaviours and positively reinforcing the expectations of the classroom.

Visible Adult Consistencies

As a staff team, it is important that all adults are consistent in their approach to behaviour. The following is expected of staff:

- **Meet and greet:** Pupils are welcomed into the classrooms and made to feel welcome by their teacher and/or learning support assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Calm, consistent and fair:** Realistic and achievable boundaries will allow children to express themselves through pro-social behaviours. Remaining calm and speaking to one another as you would wish to be, will help develop positive reparative conversations, where necessary. Simple

positive phrasing is used within the classroom, with all instructions ending in the children being thanked for their cooperation. Adults in school will not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

· **First attention to the best conduct:** Positively reinforcing the pro-social behaviours within the school environment at all times, before connecting with individual children to correct undesirable behaviours. Where undesirable behaviours are displayed, staff will deploy strategies to correct, starting with the least invasive strategy possible. This may be through a positive, descriptive behavioural cue and tactical ignoring.

- **Catching children doing the right thing:** Identifying areas that children excel and thrive within and using these opportunities to showcase pro-social behaviours.

Relationships- A Therapeutic Approach

Relationships are at the heart of everything we do at Tithe Farm. Maslow’s Hierarchy of Needs defines a layer of needs that are dependent upon each other, see Appendix (2). We understand at

The Tithe Farm Way		
Be Ready	Show Respect	Stay Safe
Routines	Visible Adult Consistencies	Positive Reinforcement
<ul style="list-style-type: none"> ● What you permit, you promote ● Behaviour is a team sport ● Connect before you correct ● Zoom in. Zoom out 	<ul style="list-style-type: none"> ● Meet and greet ● Calm, Consistent and fair ● First attention to best conduct ● Catching children doing the right thing 	<ul style="list-style-type: none"> ● House Points ● Stickers ● Star of the week certificates ● Above and Beyond ● Learning Friends ● Good news postcards and phone calls ● Golden Tokens

Tithe Farm that we must ensure that children feel a sense of safety and belonging in order to unlock their inner potentials and result in greater academic achievement and personal bests.

Our adult consistencies and routines help to embed a sense of belonging at Tithe Farm. It is the expectation that all children will develop valued and trusted relationships with peers and staff alike that enable them to feel valued at Tithe Farm Primary School. As a school, we speak about the school as ‘our’ school; as a result, signifying a sense of shared ownership. We understand that although at times we must address behaviour, there must be a connection and an element of trust between staff and pupils for an undesirable behaviour to be corrected. The children’s self-esteem is of utmost importance to keep intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

As a school we have adopted a Therapeutic Approach to our thinking behind our Behaviour and Relationships Policy. We prioritise the pro-social feelings of everyone within the school. This approach is designed to raise confidence and skills to support all children. This process is designed to create consistent classroom practice, focusing on the strengths of the children; whilst building

empathy and resilience. Ultimately, 'We can't teach the children to behave better by making them feel worse. When children feel better, they behave better'. Behaviour is an important aspect of schooling. It is a significant part of the curriculum and much like mathematics or reading, needs careful modelling and explicit teaching. A behaviour curriculum moves us beyond the expectation that children's prosocial behaviours will develop naturally, through experiences of prosocial or anti-social behaviours. It is of utmost importance that our development of prosocial behaviours is frequently modelled and reinforced, through our behaviour curriculum.

Our adopted Therapeutic Approach, the rest of this policy, and daily teaching and learning processes at Tithe Farm Academy, we call the 'Tithe Farm Way'. The 'Tithe Farm Way' puts relationships at the heart of the culture that we have at our school.

Encouraging Positive Behaviour- Pro-Social Behaviours

A pro-social behaviour can be defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour which is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

At Tithe Farm Primary School, creating pro-social behaviours is our focus and we recognise that we cannot expect children to develop pro-social behaviours without being taught or shown how. In order to encourage and motivate children to make positive behaviour choices a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour choices
- Raise self-esteem and resilience
- Give the children the moral and social courage to be the best they possibly can
- Support children to grow and develop as positive members of the community
- Foster good citizenship and self-discipline
- Encourage a positive, calm and purposeful atmosphere in which pupils can learn without limits

Whole school strategies include:

- Positive reinforcement of above and beyond behaviours
- Opportunities for children to share their positive behaviour choices with parties external to the classroom
- Rewards
- All adults following the behaviour policy
- Linking the behaviours to our purposefully selected school specific values
- First attention to best conduct
- Catching the children doing the right thing

At Tithe Farm, it is imperative that all detrimental behaviour is identified and corrected in the following ways

Visible

The correction, non-verbal or verbal, is easy to see for the child(ren) where negative behaviour is displayed.

Quick

Any negative behaviour is addressed and intervened upon at the first available point.

Light

Correction of any behaviour should support children in directing them to the behavioural choice required and the children thanked in advance for following instruction. Take-up time may be necessary for a child, and it is important that when ending a directed choice and thanked the child, the member of staff is to retreat from the child.

The above should be done in adherence to the below

<p style="text-align: center;">Non-Verbal</p> <p>This could include, but is not exclusive to:</p> <ul style="list-style-type: none">• Adult positioning• Gesture	<p style="text-align: center;">Public Anonymous</p> <p>The member of staff may say (positively reinforcing):</p> <p>“I can see there are some children who are following the instruction of putting pencils down.”</p>
<p style="text-align: center;">Private Individual</p> <p>A conversation with the pupil that is 1:1 between the member of staff and just the child. This is private and reminds the child of the behaviour expectations.</p>	<p style="text-align: center;">Public Named</p> <p>The member of staff may say (positively reinforcing):</p> <p>“X I would like you to face forwards and engage in your learning. Thank you.”</p>

A further way in which staff are encouraged to support children displaying difficult or dangerous behaviours is through consistent language. As a staff team, we draw upon emotion coaching to support this.

Rewards

House Points

Members of staff reward appropriate behaviour and hard work by giving children house stamps. This will be in the form of a token which can be placed in the House Point collection boxes. Each week the house points will be counted by the House Captains and the House Cup awarded. At the end of the half term the House with the highest total will receive a reward.

Above and Beyond

In celebration assembly adults will award a certificate to a pupil who has gone 'Above and Beyond' and demonstrated exceptional academic achievements either in or outside of school.

Star of the Week

Adults will nominate a pupil who has gone Above and Beyond on a specific whole-school focus for that week for a 'Star of the Week award. These children will receive a Tithe Farm Way postcard explaining why they have received the award and a sticker.

Learning Friends

Children who demonstrate the Tithe Farm Way through their learning behaviours will be awarded the appropriate learning friend. If all 9 Learning Friends are collected within an academic year, the children are awarded Learning Superhero status.

Postcards and phone calls home

We believe a crucial part of developing positive relationships is through communicating these to those at home for each of our children. Staff are encouraged to communicate with parents and carers about the positive aspects of a child's day.

Golden Tokens

Children who have completed work considered to be outstanding, will be asked to share this with a member of the leadership team. As well as outstanding work, children who have significant achievements out of school are to be awarded with a golden token, which is equivalent to fifty house points. These are added to the House Point Collection box by the child. As well as this they will receive a special sticker.

Consequences for difficult behaviour

We define a consequence as:

- A conclusion derived through logic.
- Something that logically or naturally follows from an action.

Consequences at Tithe Farm are separated into two types:

Protective Consequences	Educational Consequences
Protective consequences are solely actions to ensure no further harm occurs in the short term.	Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences.	Educational consequences rely on finding the answers to two questions: What does the child need to learn? How am I going to teach them?
Protective consequences are solely actions to ensure no further harm occurs in the short term	

Detrimental behaviours can be defined as:

- Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others
- Not doing as instructed, but not to the detriment of others.
- Quiet non-compliance which does not negatively impact on another pupils' learning.

We recognise that detrimental behaviours may be a communication of negative feelings and so differentiation or support is required. This may be achieved in the following ways:

Detrimental Behaviour	Staff Response	Those Responsible
Not completing work during set time.	Positive phrasing, intervention that is quick visible and light, disempowering the behaviour. Behaviour scripts. Positive phrasing and limited choices should be given. 'Take-up Time' – an opportunity for the child to think, process and consider. There should be no unnecessary verbal communication during this time, just observation for safety purposes.	All members of staff and all visiting staff working directly with children.
Not joining in with an activity.		
Choosing to sit away from the rest of the class or away from a specific area.		
Refusal to return to the classroom after being outside.		
Leaving the room without permission.		
Refusing to come into school.		
Damaging own property		

Antisocial behaviour can be defined as:

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

At Tithe Farm Primary, we recognise that antisocial behaviour can be classed as difficult or dangerous and that it causes harm to an individual, a group, the community or the environment.

The whole school uses the behaviour chart and agreed sanctions. If a child exhibits unwanted behaviour, the following consequences take place:

1 st reminder	If we choose to do something silly...	Like... *Calling out *Talking while someone else is talking	We can expect... *to be spoken to by an adult. *to be reminded of the rules.	Follow up restorative conversation
--------------------------	---------------------------------------	---	--	------------------------------------

		*Pushing in the line *Making silly noises	*to miss out on praise.
2 nd reminder	If we choose to keep doing these things or do something a bit more serious...	Like... *not working *rough play/play fighting *answering back *inappropriate words *not co-operating	We can expect... *to complete work in our own time. *to lose some of our play time *to apologise
Consequence	If we choose to keep doing any of these things or do something really serious...	Like... *hurting someone on purpose by using words or actions. *throwing something. *swearing/spitting *deliberately breaking something. *making comments about family members	We can expect... *to be removed from the playground *have reflection time at lunchtime *our parents to be asked to come into school for a meeting Or even... *working with a member of the leadership team rather than in class (internal seclusion) *suspension or exclusion from events/school

If a child receives a consequence during morning lessons, their reflection time will be at lunchtime or break time on the same day, should the child be in a calm and reflective state. If they receive a consequence during afternoon lessons, their reflection will be at lunchtime or break time on the following day.

Part of all of the processes above will centre around restorative conversations. Initially the reflection and restorative conversation will be dealt with by the adult who has corrected the behaviour. Children will initially complete the reflection sheet. These questions will lead the children into reflecting upon their behaviour. The restorative conversation will follow this.

This must be logged on CPOMs and a record should be kept by the Key Stage Leader.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This secures the pupil's knowledge that there is a consistency within the adults rather than a hierarchy. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

Every interaction is an intervention into a child's metaphorical bank. Reinforcing prosocial behaviours build credit and anti-social behaviours withdraw from our balance. Through the above practice, we

aim to provide the children with sufficient balance to enable greater resilience when a withdrawal is made, to still leave ourselves with credit in our bank.

This approach that we adopt results in the reason being more important than the rule. It is valuable for the children to identify how any difficult or dangerous behaviour impacts others around them and enables them to consider ways in which we can limit or redirect this from happening again.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Questions to use:

- **What happened?**
- What have you thought since?
- Who has been affected?
- What could we do to put this right?
- **How can we do it differently in the future? What could we do to help you?**

A concept cartoon may also be used as part of the discussion to support a child's understanding about the impact of their behaviour choices:

Concept cartoon (can be completed with pictures or words):

You did this...	So this happened...	The consequence was...
If you did this...	Then this would happen...	So the consequence would be...

Behaviour Support Interventions

We have numerous behaviour support interventions in place to aid children with making positive choices and restoring and rebuilding relationships. These include:

- Restorative conversations
- Behaviour reflections
- Social groups and interventions
- Lunchtime clubs
- Therapeutic support plans
- Support from external agencies

The role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that what they permit, they promote. Each class should behave in a responsible manner during lesson times and around the school. The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child calmly, consistent and fairly. The teacher treats all children in their class with respect and understanding, and looks to build relationships with the children through connecting with them. If a child misbehaves repeatedly in class, the teacher will follow the steps as outlined in this policy.

The class teacher liaises with other members of staff i.e. senior staff, SENDCo, Family Support Worker and external agencies, as necessary, to support and guide the progress of each child.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher and Leadership Team

It is the responsibility of the Headteacher and the Leadership Team to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The role of families

The school works collaboratively with parents, to ensure the children are aware of behaviour appropriate for school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to implement sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact their relevant Phase Leader. If these discussions cannot resolve the problem, the Senior Leadership Team and then the governors should be contacted and a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher and Senior Leadership Team in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Behaviour Log - Communication and Recording at Tithe Farm

When a child receives a consequence, it must be recorded on the behaviour log on CPOMS. This allows all staff to gain a broader picture of a child's choices and helps staff to put in place any support needed. The behaviour log is located on CPOMS, the school's safeguarding, wellbeing and behaviour recording system.

Incidents logged will require an action for anything that is added to the log. All staff have access to CPOMS and are given training and logins when they join the school. It is the responsibility of all members of staff to record detrimental or antisocial behaviour that they have managed. This should be completed at the earliest opportunity to the incident occurring. Records of incidents are accessible by members of SLT and all members of the safeguarding team.

Support for Members of Staff

The key to effective behaviour management is collegial support and it is fully understood by all staff that this is not an area that can be tackled single-handedly. The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach
- Ongoing staff training

Staff training will be planned as part of the annual training plan. Additionally, training will be provided, when it is deemed appropriate and required, on a more ad hoc basis throughout each academic year.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. Children who regularly demonstrate extreme behaviours will have a therapeutic plan which the adults who work with the child will use when meeting their needs.

We also understand that for many children they need to feel a level of safety before they exhibit appropriate behaviours. Staff will build meaningful attachments with each individual child to support the child feeling safe and valued. Where extreme behaviours are exhibited staff will identify the risks before acting and support regulation by following the therapeutic plan and using emotion coaching strategies.

In some circumstances of extreme behaviour, it may be deemed necessary to positively handle a child. Positive handling should be limited to emergency situations and used only as the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allow teachers, and other members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation. For further information, please read out Positive Handling Policy.

Suspension will occur following extreme incidents at the discretion of the Headteacher and in line with our Suspension and Exclusion Policy.

Physical Attacks on Adults

At Tithe Farm Primary, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS using the Positive Handling 'tag'. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child and will be inline with our Suspension and exclusion policy.

Monitoring & Review

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body.

Next review: December 2026

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1

The list below gives examples (but is by no means exhaustive) for what the Tithe Farm Way looks like and the rewards and consequences which may be used.

Re w	<ul style="list-style-type: none"> • Verbal praise (teacher, phase leader, DHT or HT) 	Con seq	<ul style="list-style-type: none"> • Restorative conversation • Reflection time (lunch/playtime)
	Be Ready	Show Respect	Stay Safe
W h a t it lo o k s li k e	<ul style="list-style-type: none"> • Coming to school on time. • Looking at and listening to the person talking. • Following instructions, the first time. • Starting work straight away. • Wearing the correct uniform. • Walking on the left hand side. • Lining up promptly. • Coming to school with the correct equipment. 	<ul style="list-style-type: none"> • Greeting adults politely. • Thanking the adults that we work with. • Picking up after ourselves and others. • Doing things for others because it feels good. • Working hard in lessons. • Noticing when others have done something for me. • Holding doors open. • Winning gracefully. • Using people's names. • Looking after our school resources (inside and out) • Looking after our school building (inside and out) 	<ul style="list-style-type: none"> • Following instructions, the first time. • Moving calmly around the school and outside. • Using play equipment properly. • Looking after our school (inside and out) • Using kind words, hands and feet. • Telling an adult if something is wrong. • Playing only in the places allowed. • Using technology responsibly.
ar ds	<ul style="list-style-type: none"> • Stickers • House Points • Certificates • Postcards home • Headteacher reward 	uen ces	<ul style="list-style-type: none"> • Work within a different class for time out • Family contacted • Suspension

For the majority of children within our school, these expectations, rewards and consequences will be enough and support the good behaviour for learning within our school.

For a small minority, a one size fits all policy will not work. These children will have a therapeutic plan which will be developed with the adults who know them best and a senior

leader. This plan will be shared with those who work with the child and be available within their pupil folders on the SEND drive. Individual plans will be regularly reviewed to ensure that appropriate teaching and learning is taking place.

MASLOW'S HIERARCHY OF NEEDS

A theory by Abraham Maslow in 1943 shows the levels of human needs we seek to fulfill, which motivate our behavior

