Tattershall Primary School

Believe, Achieve, Succeed

Behaviour Policy

Start Date: September 2026

Review Date: September 2027

Signed by Chair of Governors:	Date:
Amanda Grant	15th October 2026

Tattershall Primary School
Behaviour Policy

Introduction

This policy is underpinned by values of the school; respect, honesty, forgiveness, teamwork and kindness.

Within our school family at Tattershall Primary School we seek to support every individual to flourish, have high expectations of themselves and others and be inspired to achieve their best both academically and personally, recognising that each one of us has our own talents and individuality which should be nurtured.

Promoting exceptional behaviour amongst the pupils is an integral part of achieving our vision and is a shared responsibility. All those who work within the school; Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders will aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we expect at Tattershall Primary School.

At Tattershall Primary School, we fundamentally believe that there are three key elements in ensuring there is a safe and purposeful learning environment:

- Positive relationships
- Consistency
- Kindness

We know that relationships are vital for everybody to feel valued, have a sense of belonging, to feel safe and understood and to feel respected. The implementation of this Behaviour Policy and its success are down to the consistency in its delivery. All pupils, staff and families should understand the expectations and boundaries and the responses from adults in ensuring these are followed should be predictable. Depending on the needs of some children, reasonable adjustments should be made clear, but the same high expectations remain. This consistency should be routed in kindness; approaches which encourage, guide and teach our pupils how to be responsible, respectful and kind members of our school (and the wider) community.

Aims

- To develop positive relationships amongst and between staff, pupils and their families.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can learn effectively and thrive together.
- To resolve conflict through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations of all members of the school community.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To adopt systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.

Responsibilities

This policy applies to all staff, pupils and their families, Governors, volunteers and all members of our school community. All staff must uphold this policy and understand their role with its implementation and success. All staff have a duty to act with integrity, kindness and respect and to ensure that pupils learn to do the same. Regardless of role, we expect everybody to relentlessly and consistently apply this policy so that the necessary consistency that pupils deserve is realised.

Behaviour Expectations at Tattershall Primary School

We know that to ensure consistency, there must be simplicity which can be effectively implemented and remembered by all. We have three 'Behaviour Expectations' which can be consistently taught and applied:

We are kind.

We are respectful.

We are responsible.

Our Behaviour Curriculum - This is how we do it here

Our school community has collaboratively designed a clear and positive behaviour curriculum which is explicitly taught to all pupils. This curriculum sets out shared expectations for both staff and children, helping everyone to understand how we learn, work and treat one another with kindness, respect and responsibility. Expectations are carefully modelled, practised and revisited regularly so that pupils develop confidence and consistency in making positive choices. Through supportive relationships, clear routines and a shared language of behaviour, we create a calm, safe and purposeful environment where every child can thrive and succeed.

Behaviour as Communication

We understand that children are learners, socially as well as academically. Behaviour is often a form of communication and we must respect that as educators, it is our duty to endeavour to understand the communication and take every opportunity to teach and reinforce appropriate behaviour and communication. This requires empathy, compassion and calmness as well as ensuring there are clear boundaries. Through the application of this policy, staff will ensure they use every appropriate opportunity to ensure children learn about their behaviour and this may involve seeking additional support from within school as well as external agencies where relevant.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and typically behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We reinforce positive behaviour with descriptive praise and recognition:

Verbal Praise

All of our staff will ensure they will verbally acknowledge positive behaviours; this may be more publicly e.g. in front of the class, or privately, with a one-to-one conversation. Both ways have a positive impact and sometimes the low-key gesture can have a more significant impact for the individual and so the importance of these moments must be held dear and used frequently.

Recognition Boards

We know that routinely advertising desired behaviour has a significant impact on the behaviour of everyone in a classroom. Each class will have a 'Recognition Board' and the teacher will write at the top of it the behaviour which they want to reinforce. This may be linked to one of our Behaviour Expectations but may be something that the class in particular needs to develop linked to either social or learning behaviours e.g. 'Good listening' for a class who may struggle to pay attention well during teacher directed time. When the staff see the children demonstrating the behaviour well, their name (or a tally mark) is put on the board. Learners can also nominate each other to be put on the board. This is a collaborative strategy; the class is one team and they are focussed on that particular behaviour and moving in one direction. The recognition board fosters a positive interdependence and collective responsibility in the classroom (there is no material reward). At the end of the session / day (depending on the context) the aim is for everyone to have their name on the board. When everyone has their name on the board a collective celebration is appropriate e.g. a whoop, cheer, pat on backs.

House Points

We award House Points for demonstrating our Behaviour Expectations, school values or for personal achievement within our curriculum. This will include explicit verbal praise e.g. 'Well done for holding the door open, that shows respect, you may have a House Point'. When a child is awarded a house point they are given a coloured pebble to add to a jar (EYFS & KS1) or a tally mark (KS2). These then contribute towards the school House Points collated each Friday during Celebration Assembly. The team with the most House Points each week will be logged with a trophy on the display board. The team which has won the most weeks across the term will receive a reward e.g. a non-school uniform day. These are then reset for the next term, enabling each team to have six opportunities to win across a year.
In addition, we have a whole school 'totaliser'. When the whole school house points total reaches 5000 points, a whole school reward will be achieved. This means every child's house points enable them to work towards a goal.

The Celebration Spotlight Award

Each Monday, every class will randomly select a child in their class to be recognised that week. Throughout the week, classmates and staff will begin to collate reasons why this child should be celebrated. Each class will have a display in their classroom with the title 'Who is in the spotlight this week?' followed with 'We notice you. We appreciate you. We celebrate you.' The child's name and photo will be displayed here when they are chosen. Then throughout the week, reasons for recognising and celebrating this child by staff and children, will be added to the display. On a Friday, this will be celebrated in Celebration Assembly and some of the reasons shared with the school. The child will get to take their poster home which includes all of the reasons generated, to share with family. They will also be shared on our weekly Newsletter.
All children know they will all get chosen at least once per year to be recognised by their class.

Awarding Responsibilities

As part of promoting positive behaviour and providing positive role models, pupils are provided with opportunities to take on additional responsibilities within their own class, and across their school. These include, but are not limited to:

- Membership of the School Council;
- Classroom and school wide monitor jobs
- Playground Leaders
- House Captains
- Well-being Ambassadors

Undesirable or unwanted behaviours

We have a very clear approach to dealing with undesirable or unwanted behaviours. Where there is conflict or somebody has been upset or harmed, staff will use a Restorative Approach to resolve. When behaviour is about conduct e.g. disruption in lessons, the Tiered Approach will be used. A consequence of a restorative conversation may be the use of the Tiered Approach e.g. the children have agreed that the consequence will be a 'red warning' and they will miss a playtime. These approaches are designed to work 'hand in hand' and compliment each other rather than in isolation.

The Restorative Approach – Dealing with conflict or inappropriate behaviour which has upset or harmed

Restorative Approaches involves an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communication skills. A Restorative Approach is a process that resolves conflict. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability. It is a very valuable tool as it not only allows the 'harmer' to see the impact of their behaviour but also allows the 'harmed' to explain the impact on them and can provide an opportunity to understand if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own resolution regarding how they are going to treat each other in the future. This gives both a personal stake in the success of the agreement. By looking at what harm has been caused it brings the participants together to develop a solution and significantly develops emotional literacy and reduces the likelihood of the behaviour being repeated.

Restorative Approaches are based on four key features:
RESPECT – for everyone by listening to other opinions and learning to value them
RESPONSIBILITY - taking responsibility for your own actions
REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem

At Tattershall Primary School, all staff follow the Restorative Approach procedure when dealing with conflict. This involves asking the same questions every time with all parties affected present (taking into account their age and cognitive aptitude). The questions are:

- What's happened? (You may also ask 'What were you thinking?')
- How were you feeling?
- Who's been upset?
- What do you need to make things better? (You may also ask 'How can we move forward?')

The use of these questions ensures consistency with behaviour management across all staff members and it allows children to learn to resolve issues. Children also learn to understand the effect their actions have on others, which has been proven to reduce incidents of similar behaviours.

De-escalation Techniques

Effective de-escalation means spotting the often-subtle signs that an individual is feeling distressed and taking action to prevent them from spiralling into a potential crisis. It's not about simply stopping behaviour, but about using appropriate intervention strategies to calm and reconnect the feelings driving the behaviour. There are many de-escalation techniques, some verbal and some non-verbal, depending on the needs of the individual. Staff at Tattershall are trained in the use of de-escalation to help support our pupils.

The Tiered Approach – Dealing with conduct behaviours

We have a tiered approach to dealing with incidents where unwanted behaviour has occurred.

TIER	ACTION	CONSEQUENCE & RECORDING
Step 1 Adjustment	• A calm and positive request made for response / change in behaviour • Positive reinforcements given e.g. praise for those presenting desired behaviour / action / attitude • Non-verbal option offered if suitable in situation (hand signal for stop etc)	No further action if behaviour is adjusted. No need to record.
Step 2 Reminder	• A personal and formal reminder given – this may involve getting closer to the individual and getting down to their level to ensure you have their full attention	No further action if behaviour is adjusted. No need to record.
Step 3 Amber Warning	• A request made for response / change in behaviour. • Clarity given to pupil that this is an 'Amber Warning' and that if the behaviour does not change, a Red Referral will be given.	No further action if behaviour is adjusted. Record on CPOMS.
Step 4 Red Referral	• Referred to a member of SLT. • Restorative conversation takes place during next playtime (which is missed so that this can take place).	Staff member who issued Red Referral to ensure the child goes to hall for the next playtime. Record on CPOMS. Staff member may note the number of minutes the child must stay in for on the record. This will be relevant to the seriousness of the behaviour causing the referral. Staff will discuss this regularly during staff meetings to ensure a consistent approach. Notes for restorative conversation recorded as an 'Action' on the CPOMS record.
Step 5 Behaviour Monitoring	When there is a concern that there are repeated 'Red Referrals' and all other strategies are not supporting a pupil to correct their behaviour, then 'Behaviour Monitoring' should be considered. The concerned member of staff should request a meeting with the Headteacher, Deputy Headteacher (and SENCO if appropriate) to discuss their concerns. The CPOMS log of behaviours will be used to inform decision making. If it is agreed that the pupil needs more intensive support for their behaviour, then it will be agreed that Behaviour Monitoring will start. The Class Teacher will meet with parents / carers to discuss their concerns and the approach that will take place. Behaviour Monitoring includes an initial meeting with the pupil (and their family where this is appropriate) to clarify the expectations for their behaviour in school. They will be allocated a 'Behaviour Mentor' to whom they will report to before playtime, lunchtime and home time each day to reflect on and review their behaviour. This will support the child in celebrating their successes and reflecting on the difficulties they have had, agreeing any support required to enable them to be successful.	Behaviour Mentor Assigned Meeting with parents / carers and pupil to share concerns and clarify expectations Pupil to report to Behaviour Mentor three times per day Behaviour Monitoring Report to be completed for each review (see Appendix 1) Decision to place on Behaviour Monitoring to be recorded on CPOMS Behaviour Monitoring Report to be logged on CPOMS at the end of each week (scanned)

	Behaviour Monitoring should be implemented for two weeks initially and then a review meeting will be held with the pupil and their family. If there has been no improvement then the support of additional external services will be considered and planned.	

Classroom Display

In every classroom, only the following behaviour management references will be displayed:

- ✓ The three Behaviour Expectations
- ✓ Recognition Board
- ✓ Celebration Spotlight Award Poster
- ✓ House Point Jars / Tally posters
- ✓ School Values
- ✓ Reminders of aspects of our Behaviour Curriculum which are a key focus for the class (e.g. the poster for being 'Ready to Learn'.

Unwanted behaviours of individuals will be managed and recorded discretely.

Partnership with Parents

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a Home/School Agreement as written evidence that they are in agreement.

We aim to work with parents and keep them informed, for example through:

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone, letter or postcard.
- Pupil Progress Meetings with families also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Certificates that children take home.

Additional Needs

The guidance in this policy will be used for the majority of the children, however, we recognise that for some of our children, including those with Special Educational Needs and Disabilities (SEND), a more personalised approach or behaviour plan may be needed. This might be a total communication approach alongside the whole school Behaviour Policy in order to maintain behaviour expectations. However, it may also be more individualised and specific than this.
Where identified, children may also have individual support plans drawn up in partnership with the school, parents, and where possible, the child themselves. These are live working documents and will be reviewed regularly and updated as and when needed.

Bullying

Our definition of bullying is:

> 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Reporting of any incident which might be interpreted as bullying behaviour must be taken very seriously - see the school's Anti-Bullying Policy.

Appendix 1

Behaviour Monitoring Record

Name: Date:

Timings / Lesson	Staff Initials	Review (alongside pupil)	Additional comments
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	
		☐ I was kind. ☐ I was responsible. ☐ I was respectful.	

Mentor Review 1	Mentor Review 2	Mentor Review 3

Initials:	Initials:	Initials:

Appendix 2 – Behaviour Expectations and Conduct Posters

We are responsible.



We always do our best with our learning.

We are honest and apologise when we need to.

We look after our school and each other.

We are respectful.



We speak to each other calmly and politely.

We listen well (good sitting, good looking).

We respect our uniqueness and treat everyone equally and fairly.



We are kind.



We are kind with our hands, feet and actions.

We speak to each other kindly.

We look after ourselves and each other.