

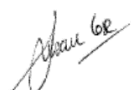


Managing and Supporting Positive Behaviour Policy

2025-2026

A beautiful tribe of learners who are...

“ Curious, Courageous and Kind”

Policy Start Date:	September 2025
Review Date	September 2026
Signed:	 HOS
	 Strategic Partner

Vision and Aims

Tintagel Primary School's behaviour policy aims to create a secure, happy and safe learning environment grounded in mutual respect. This policy has been written in line with evidence based research and the most up to date DFE guidance.

We prioritise promoting and teaching positive, calm behaviour rather than simply deterring negative behaviour. Understanding behaviour as a communication of unmet needs, we emphasise building positive, trusting relationships to foster behavioural change. Staff are expected to identify and address these needs to facilitate successful school engagement.

Developing meaningful relationships with children is fundamental to their emotional, social and neurological development. Every member of our school community shares responsibility for managing and supporting behaviour, fostering an environment of predictability, containment and safety. High standards of behaviour are recognised, praised and rewarded, promoting a sense of security and positive social interaction.

Parents and carers play a crucial role in modelling and reinforcing behavioural expectations. We collaborate closely with them to support acceptable behaviour both at school and at home.

At the core of our approach is empowering children to take responsibility for their educational journey and the wellbeing of others. We prioritise positive mental health, well-being and resilience, guided by our commitment to being a Trauma and Mental Health Informed School. Understanding trauma and childhood adversity is integral to our approach, ensuring our school environment supports the mental health and resilience of all pupils.

Our Trauma and Mental Health Informed approach promotes full engagement in learning and life, with staff offering universal, group and individual support to help children navigate challenges. Our goals include teaching and reinforcing the skills necessary for academic success - while honouring each child's unique needs. We foster high self-esteem, aspirations, emotional regulation and empathy among students. Maintaining high behaviour expectations is crucial, and staff consistently model these standards. Constructive feedback is calmly provided to help students develop appropriate behaviours.

School Rules: Our Calm School Code

Our school rules are expressed positively, fostering positive, trusting relationships. They are called the Calm School Code and are guided by three principles:

- Listen Carefully
- Move Calmly
- Act Kindly

These simple principles influence all aspects of school life, from transitioning between lesson phases to daily routines like entering school and packing up. Teachers explicitly teach and rehearse these routines until they meet the desired standard. At Tintagel Primary School we believe **calm** behaviour is essential to maximise teaching and learning time.

Our Enquiry Curriculum: Character Education

We believe curriculum and character development go hand in hand. Our Knowledge Engaged Enquiry Curriculum builds incrementally every year and is based on 12 values: Belonging, Aspiration, Respect, Responsibility, Creativity, Pride, Trust, Perseverance, Honesty, Justice, Kindness, and Wisdom. Children explore these values through all aspects of our Enquiry curriculum as well as through assemblies, stories, circle time and TIS activities.

Personal Development: The Learning Toolkit

Our Learning Toolkit teaches children what it means to be a learner, providing opportunities to practise core qualities like Empathy, Open-Mindedness, and Leadership. Students are encouraged to be reflective, nurture wellbeing and behave with integrity. As the foundation of our school culture, the Learning Warrior's Toolkit promotes individual personal development and positive behaviour within our school community.

There are 8 learning dispositions we teach in our Learning Toolkit:

- Curiosity
- Independence
- Empathy
- Leadership
- Resilience
- Open-Mindedness
- Risk Taking
- Participation

Feeling Safe: Belonging to 'The Beautiful Tribe'

At our school, children are taught from the start to recognise and value their unique contributions to 'The Beautiful Tribe of Tintagel School.' The concept of *The Tribe* is central, fostering a sense of self and belonging - essential for feeling safe, achieving well and meeting expectations. Children embrace the tribe's language which unifies them while celebrating their individual qualities. Our core commitment is to develop children's mindsets through our belief systems and the strong culture of 'The Tribe.' This builds tenacity, resilience, self-efficacy, self-regulation and positive behaviour - empowering children to reach their full potential.

Wellbeing: The Tree of Being

The 'Tree of Being' enhances children's well-being, behaviour and character development - aligning with British values and our curriculum. It empowers children by identifying areas of contentment and need, linked to Maslow's Hierarchy of Need. Our tree defines six core areas for growth. These areas are reinforced by key questions. By understanding and meeting our own needs, we can better support our tribe, encouraging positive behaviour and responsible citizenship.

The areas of our tree are as follows:

- | | | |
|--------------------|--------------------------------|--|
| ➤ SEEDS: | Self Worth | <i>(What is my place in the world?)</i> |
| ➤ ROOTS: | Vitality | <i>(How do we maintain a healthy lifestyle?)</i> |
| ➤ TRUNK: | Thoughts & Feelings | <i>(How do I manage my feelings?)</i> |
| ➤ BRANCHES: | Relationship | <i>(How can we appreciate another person's perspective?)</i> |
| ➤ LEAVES: | Resilience | <i>(Why do we keep going?)</i> |
| ➤ BLOSSOM: | Hope | <i>(What can my future look like?)</i> |

Behaviour Expectations

Fundamental to our tribal values and intentional behaviour design is the establishment of cultural norms. These are the clear expectations, systems, routines and boundaries which underpin the positive relationships for learning and are our 'way of being.'

Beginning of the Day:

- Children and adults greet each other politely
- Children walk in quietly and sensibly
- Children organise their belongings and enter class ready to learn

Assembly:

- Children enter and leave silently – sat in alphabetical order by year group
- Pupils sit facing the front, legs crossed
- Children listen carefully
- Children follow the signals

During Lesson Times:

- Children respond according to the consistent non-verbal signals (stop sign, 1,2,3, TTYP, MTYT)
- Children strive to be a Learning Warrior
- Children work at the appropriate levels of noise (depending on the lesson)
- Children move around the classroom safely and calmly
- Children respect school resources and equipment
- Children help adults to ensure classrooms are kept tidy, organised and safe – ready for learning

Shared Areas: (library, corridors, halls, playgrounds, cloakrooms and toilets):

- Everyone walks on the left side of corridors, quietly, in single file
- Children talk quietly around the school
- Children respect school resources and equipment
- Children help adults to ensure shared areas are kept tidy, organised and safe – ready for learning
- Children are not allowed in specific resource areas unsupervised (e.g. PE store, resource cupboards)
- Children are responsible for their own belongings (do not touch other people's things)

Outdoor Playtimes:

- Children act kindly and always speak politely and respectfully to each other
- Children follow the non-verbal signals
- Children respect school resources and equipment
- Children play appropriately – kind hands and feet (no play fighting or rough games)
- Children stay in designated zones during playtime
- Children must ask to go to the toilet or go inside
- Children line up in register order in the correct place
- Children wait for their adult to bring them back in quietly and sensibly
- Children move calmly and are ready to learn

Indoor Playtimes/Wet Play:

- Children act kindly and always speak politely and respectfully to each other
- Children follow the non-verbal signals
- Children respect school resources and equipment
- Calm games rather than physical games indoors
- Children follow the set appropriate level of noise
- Children will have wet play in their classrooms

Lunchtime Eating:

- Children act kindly and always speak politely and respectfully to each other
- Children follow the non-verbal signals
- Children respect school resources and equipment
- Children follow the set appropriate level of noise
- Children eat food safely
- Children display good manners
- Children are responsible for tidying up
- Children ask to leave the table when they are finished

End of the Day:

- Children get organised to go home independently
- Children line up in register order sensibly and safely
- Children move to the school gate calmly and in a line
- (Younger) children wait to be called before leaving
- Children walk safely to their adult or go home independently

Restoration, Reflecting and Resetting Negative Behaviour: Catch the Mistake

When incidents occur, staff aim to let children calm down, listen to all involved and encourage reflection and apologies when appropriate. Once the child is calm, staff engage in the 'Catch the Mistake' - reflect and reset process, which helps children:

- Recognise their physiological responses and label their emotions.
- Understand that while feeling emotions like anger is acceptable, certain behaviours, such as hitting, are not.

This process promotes accountability without blame and is built on trust and respect. It is crucial for personal growth. Reflection offers opportunities to refocus behaviour and discuss strategies for managing similar situations differently in the future.

Differentiation

Behaviour is a form of communication, and for some children, misbehaviour is part of their learning journey. These children may need additional support to meet our high expectations. All adults are responsible for supporting and scaffolding their behaviour support developmentally. This includes consistent modelling, explicitly naming expected behaviours and providing extra time for practise. Differentiated expectations and responses are used for children with identified additional needs, with additional support from our SENDCo or external professionals as needed.

Celebration, Responsibilities and Rewards

Social learning is encouraged through peer praise, which is meaningful for pupils. Older children act as role models, especially as Playground Leaders or Tree of Being Champions, promoting positive interactions and aspirations. Celebrations include being identified as a Calm School Code Custodian and Learning Warrior which also includes a special lunchtime with teachers.

Staff at Tintagel Primary School make every effort to praise children for embodying our Learning Warrior Toolkit and for using the Calm School Code. The school's rewards system helps pupils understand the consequences of their actions and encourages a positive attitude towards learning and belonging to our tribe. Rewards include:

- Verbal praise linked to the Learning Toolkit or Calm School Code
- House points (children from Reception to Year 6 are organised into three House Teams. The house cup is awarded termly to the team with the most points).
- Learning Warrior and Calm School Code Custodian nominations and awards during weekly Tribe Assembly
- Whole class treats
- Stickers (gold/ silver stars)
- Positive notes, Pride Postcards or verbal feedback to parents/carers.

Negative Behaviour: Consequences

We believe consequences should be developmentally suitable, supportive of learning about physiological responses to challenges and not punitive, shaming or harmful to the child's self-esteem. Nevertheless for any child not meeting the behaviour expectations, consequences will occur. The 4 step system is followed by all staff throughout the school day:

1. Redirection
2. Verbal Reminder
3. Warning
4. Catch the Mistake 'Reflect and Reset' (could be in another class or during play/lunchtime)

All incidents fed back to parents will be recorded by appropriate staff on MyConcern. The Senior Leadership Team will monitor records for behaviour patterns and suggest appropriate Individual Behaviour Plans and bespoke support if required.

Staff Responsibility

Adults communicate their responsibility and authority clearly to pupils, emphasising their duty of care. Our adults focus on relationships built around the shared goal of learning, adopting an assertive, not autocratic or indecisive demeanour. Assertiveness means expecting compliance through respect, not overt power. Adults consistently teach and reinforce boundaries while being warm, kind and empathetic. The most successful classrooms balance consistency and fairness with valuing and respecting each child. Adult responsibilities include:

Routines • Tidy, purposeful and stimulating learning environments • Organised classrooms • Planned and understood routines – with a visual timetable visible for the day • Quiet and calm movement around the school (walking on the left hand side) • Timely lessons and playtimes • Quiet entry and exit during assemblies • End of day routines ensure there is enough time for children to get ready for home-time • Rehearse, revise and reset routine to sustain high expectations	All Staff • Greet children positively and by name • Ensure good routines • Encourage children to actively participate in their learning and development • Be consistent, friendly and professional • Remain calm and positive • Be aware of individual needs • Clearly define acceptable behaviour boundaries • Respond promptly, appropriately and consistently to boundary testing • Promote good behaviour positively • Explain why certain behaviours are unacceptable • Understand and respect children's experiences and feelings - especially those with additional needs • Collaborate with parents/carers for support and to celebrate achievements • Use non-verbal signals (stop sign, 1,2,3, TTYP, MTYT) to manage children • Regularly revise school rules: Calm School Code • Be consistent with praise, rewards and supporting positive behaviour • Support with 'Catch the Mistake' Reset and Reflect process • Walk towards any incidents
Playtime and Lunchtime Staff • Proactively engage with pupils • Manage behaviour issues pre-emptively • Maximise supervision and ensure calm returns to class – informing other staff of incidents as necessary	Senior Leadership Team • Support staff in policy implementation • Monitor policy effectiveness • Identify problem areas and take action • Monitor MyConcern records for behaviour patterns • Liaise with parents/carers and outside agencies • Support with Individual Behaviour Plans

Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Tintagel Primary School welcomes the interest and close involvement of parents/carers and by choosing to send their child to our school, we expect that parents/carers will support the agreed behaviour policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/carers are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have an Individual Behaviour Plan, shared with parents/carers, staff and the child. If a behaviour problem is severe or recurring, suspension procedures may be implemented, following correct procedures. On rare occasions, this may take the form of a permanent exclusion.

Individual Behaviour Plan

When parents/carers are invited into the school to discuss a child's behaviour, it may be appropriate to agree an Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

Bullying

Tintagel Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

We do everything in our power to ensure that all pupils attend school free from fear (See Anti-Bullying Policy for further information).

We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows:

- Disability
- Age
- Gender reassignment
- Race
- Religion or belief
- Sex (formally called Gender)
- Sexual Orientation
- Marriage and Civil partnership
- Pregnancy and maternity

If we are informed or suspect that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.

Dealing with Serious Incidents

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements

- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute.
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- Team Teach, as a positive handling technique will only be used when it is reasonable to do so, the level of restraint needs to be proportionate to the situation and should not be used unless absolutely necessary. The focus is purely safeguarding and should not be about control
- There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School and the Hub Council of the school have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the academy.

Positive Handling

At Tintagel Primary School safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in 'Team Teach' positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate, and necessary. Team Teach techniques seek to avoid injury to all stakeholders, 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 all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents/carers will be informed

We have the right to take measures to keep pupils and staff safe.

Fixed-Term Suspensions and Permanent Exclusions

Only the Head of School in liaison with the Strategic Partner and the Trust's Inclusion Team has the power to suspend or exclude a child from the academy. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before taking such a step, the Head of School will have taken advice from the Hub Council, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer as appropriate to each situation.

If a child is suspended, parents/carers are informed immediately, giving reasons for the suspension. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the governance of the academy. The school informs the parents/carers how to make any such appeal – as stated on the letter received.

The Head of School informs the Local Authority (LA) and the Aspire MAT about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term. The Hub Council itself cannot either suspend a child or extend the suspension period made by the Head of School.

Your child may be suspended from the school for a number of reasons, and for anything from a half day to permanently.

Tintagel Primary School will adhere to the Head Teacher legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 which relates to:

- The Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Suspensions

If a child's behaviour shows no improvement after all available options to the school have been used, and all the above procedures followed, then a child will be suspended for a fixed term. This can for be one day or up to five days.

Other reasons for a fixed term suspension:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the academy behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Verbal abuse related to the protected characteristics as defined in the Equality Act (2010)
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to suspension. Parents/carers will be contacted immediately at the point of suspension and invited to the academy to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to · a serious breach, or persistent breaches, of the school's behaviour policy; and · where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour,
- Threatened or actual physical assaults,
- Sexual abuse,
- Supplying illegal drugs or carrying an offensive weapon.

Permanent exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out

- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

Inclusion

It is our aim to be a fully inclusive academy. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Tintagel Primary School, we would expect to look for a suitable setting for that child rather than excluding them.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact learning when in school. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Tintagel Primary School has the right to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Behaviour issues online can be very difficult to manage given issues of anonymity however we believe that although online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Mobile Phones

No pupil requires a mobile phone in school throughout the day. If parents require their child to have a mobile phone in school for arrangements before or after the school day, these need to be signed into the school office where they will be kept safe until the end of the day. Phones or devices are not permitted in bags.

Review

This policy is to be reviewed every two years by staff, hub councillors, parents/carers and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a tribe where everyone belongs, feels valued and motivated in a purposeful, calm and successful learning environment.