

Towngate Primary Academy

Positive Behaviour Policy

Towngate Primary Academy Positive Behaviour Policy			
Date	Review Date	Coordinator	Nominated Governor
September 2023	September 2027	Mrs L Poole	Chair of Governors

Research and Policy Rationale

This policy has been written in accordance with the DFE "Behaviour and discipline in Schools" document, published January 2016.

This policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- It sets out the measure to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.
- Our policy promotes good behaviour among pupils.
- We set out disciplinary sanctions to be adopted if a pupil misbehaves.
- We have an effective anti-bullying strategy (see Anti bullying policy).
- Though we are not obliged by law to, we implement a home-School agreement with new starters at the School.

We have considered the following points that contribute to improving the quality of pupil behaviour:

- 1) A consistent approach in our academy values, rewards and expectations
- 2) Strong School leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

At Towngate Primary Academy, our positive behaviour policy is underpinned by leading research and restorative practice approaches to embed a culture of mutual respect, high standards of behaviour and positive attitudes. This policy has been derived using research-based approaches to establish strong cultures for behaviour through the work of Paul Dix ¹ (influence of adults in promoting positive behaviour cultures) Andrew Percival (developing our Towngate Pathway)² and Katharine Birbalsingh. (developing a whole-school culture and vision to managing behaviour)³. We have developed a behaviour curriculum which is focused around four key principles following our Towngate Pathway; this enables children to be taught core behaviour principles in order to successfully embed these in our daily work.

Aims of the policy

- To create a culture of exceptionally good behaviour; for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.

1 (Dix,P. When the Adults Change, 2017) 2 (Andrew Percival) 3 (Birbalsingh, K. The Power of Culture, 2020)

Towngate Primary Academy

Positive Behaviour Policy

- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

In writing this policy, we have looked for examples of best practice and research-based approaches to managing behaviour. As a result, the purpose of the policy is to ensure the contents:

- Are simple, clear and coherent.
- Create problem solvers not process followers.
- Encourage professional judgement.
- Define technical building blocks of Behaviour Management.
- Make praise easy.
- Make emotional acceleration difficult.
- Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish

Towngate Primary Academy

Positive Behaviour Policy

Part 1: our values, rewards and expectations

At Towngate Primary Academy, we develop all pupils in the habits of self-discipline and kindness, through a focus on our core values.

Our **core** values are: **C**ompassion, **O**wnership, **R**esilience, **E**xcellence

We teach and embed each core value into our children's daily actions and choices and weave our values within our curriculum, so it becomes innate in every child and adult within the academy. We believe that through setting high expectations of behaviour and conduct in school, pupils are well-prepared to become valued citizens who are equipped to make a positive contribution to our community. Through pupils demonstrating kindness and compassion towards others, taking ownership and resilience in their own learning and actions and strive for excellence in all they do, the potential for each pupil to succeed in life beyond primary school is within reach. We believe that strong behavioural practices form a prerequisite for high quality learning to take place. It is our aim that pupils attending Towngate Primary Academy find our 'core four' values become innate and woven into their actions and attitudes each and every day.

Our children meet the expectations set within our **core** values through demonstrating they are:

Ready

Respectful

Safe

1. **Ready** - *to take responsibility for my learning and my actions*
2. **Respectful** - *showing gratitude and empathy towards others*
3. **Safe** - *being accountable for my own safety*

All pupils are explicitly taught, and deliberately practise the expected routines in place at Towngate. These include entering and exiting the school building, moving around the school, during recreational time and demonstrating the expected conduct in classrooms and lessons. We follow a restorative approach to promoting positive behaviour, where pupils are encouraged to take ownership for their own behaviour and choices and are provided with opportunities to self-correct and restore their behaviour to meet the academy's expectation.

All staff share the same high expectations and remind pupils of the way in which we behave as member of the community at Towngate. By having a strong sense of unity within our academy, we believe that we can instil a strong sense of belonging and culture so that our pupils 'know how we behave at Towngate' as a valued member of the team. All staff anticipate any off-task behaviour in lessons, so that pupils are on task to allow for high quality learning to take place. Teachers will set the expectation of the learning environment in the classroom and pupils will be expected to adhere to this to allow for maximum progress to be made in lesson times. All staff will set the expectation for all pupils within recreational times, where the same rules and routines are in place.

Behaviour expectations of pupils at Towngate Primary Academy:

At Towngate we expect our children to:

- Arrive at school on time, ready and fully equipped to learn
- Show gratitude, kindness and empathy every day, in every way towards everyone
- Take responsibility for their own learning and actions
- Complete all tasks to the best of their ability
- Complete homework tasks set to further strengthen knowledge gained in school
- Take ownership for their own safety and the safety of others
- Show respect to all adults and children in school, adhering to and following instructions provided

Towngate Primary Academy

Positive Behaviour Policy

Rewarding behaviour:

All pupils within the academy are expected to behave positively and appropriately to contribute to the culture in place at Towngate Primary Academy. It is our belief that both staff and pupils have the right to work in an environment that is safe, calm, peaceful and fair. It is the role of school leaders, teachers, support staff, non-teaching staff and pupils to work together to achieve this goal through a consistent and transparent culture. To sustain this expectation across the wider academy, positive behaviour is acknowledged and rewarded in several ways:

Classroom Level	<ul style="list-style-type: none">• Star of the day• Class Dojos, leading to a weekly Dojo prize• Work being displayed on corridors• Work being displayed on classroom recognition walls• Star of the week certificates for Friday Celebration Assembly• Comments to parents/carers at the end of school days
Recreational level	<ul style="list-style-type: none">• Dojo awards• Sportsmanship awards• Opportunities to be recognised by staff at all levels for displaying and living the 'core four' values using Academy badges• Positive comments passed to class teacher• Postcards home• Opportunities to take responsibility for roles outdoors
Wider school level	<ul style="list-style-type: none">• Verbal praise from staff in school – this includes staff in non-teaching roles recognising pupils for expected standards of behaviour• Opportunities to be recognised by staff at all levels for displaying and living the 'core four' values using Academy badges• Postcards home• Termly awards including trophies and Headteacher Commendations• Opportunity to be celebrated in weekly celebration assembly

If any pupils begin to disengage and subsequently distract or disrupt learning, teachers swiftly use these pre-emptive reminders in their restorative approach to promote positive behaviour. Adults in school will use inclusive pronouns to highlight that at Towngate Primary we are one team and we have the same expectations for everybody in our school:

Non-verbal: hand signal, eye contact, facial expression

Unnamed: 'I can see that most of us are ready to learn; we are just waiting for 100% of you to be ready. We need one person ... now we're all ready to learn.'

Named: 'David, this is your reminder. You know the expectation in our classroom and I know that you can achieve this.'

As the pupil is reminded, the child is recognised in a positive and discrete manner, "David, I'm delighted with the effort you are now showing – let's keep enjoying our learning together."

Uniform and Expectations:

It is expected that **all pupils** who attend Towngate Primary Academy agree to wear the academy uniform and sports kit. Uniform arrangements can be read in the parent handbook and on the school website.

If children attend school without the correct uniform, the following action will be taken:

Towngate Primary Academy

Positive Behaviour Policy

- Reminder given to the children and phone call to parents/carers about incorrect uniform
- Classroom record keeping will take place – if pupils do not have the correct uniform twice in a half term, a reminder letter will be sent to parents and pupils will have to complete

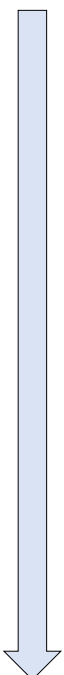
Part 2: Consequences for poor behaviour

All pupils are expected to behave appropriately as part of being a member of the school community.

Behaviour in the classroom

Where pupils do not meet the expectation set of being ready, respectful and safe in lessons and their behaviour is resulting in the disturbance or distraction of themselves and others, the following consequences will be applied after non-verbal and unnamed signals have been used:

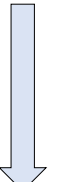
NB: adults will use positive approaches once a sanction has been completed to encourage a 'fresh start' for the pupil which, in turn, hopes to reduce escalation of behaviour.



Level 1: Reminder	The pupil will be named, and a reminder will be given of the expected behaviour. <i>"Russell, this is your reminder. You know the expectation in our classroom and I know that you can achieve this."</i> <i>"Russell, I'm really pleased with how you are now ready to participate in our learning – keep up your fantastic effort."</i>
Level 2: Time Out	The pupil will be asked to sit in a designated spot for a short period of time. Learning missed will be made up in the pupils' own time. At this time, the pupil will be reminded that they now have an opportunity for a fresh start once their timeout has been completed. <i>"Rachel, I have offered you a reminder and you have made the choice to continue this poor behaviour. You know this is not how we behave in our school – please sit in time out to reflect on how you will improve your behaviour."</i> <i>"Rachel, this is your opportunity for a fresh start. Let's make remember to be ready and respectful and work together as a team to do some super learning."</i>
Level 3: Reflection	The pupil will spend their free time at break reflecting on their behaviour and the effect this has on themselves and others around them. If the incident occurs in the afternoon, the pupil will receive the reflection time for the following day. This time will be spent with the Attendance and Behaviour Officer or Learning Mentor. Parents will be informed of the reflection by the class teacher. <i>"Lewis, you are choosing not to behave respectfully as we do in our school. You will now sit in reflection time as this behaviour will not be tolerated in our school."</i> <i>"Lewis, now that you have spent your free time in reflection, I'm excited to see you back in the classroom, ready to make good choices."</i>
Level 4: Report Card	Where a pupil has received two reflection times for breaktime or lunchtime in a half term, a report card will be issued by the Attendance and Behaviour Officer who will also inform parents and arrange for a review to take place.

Behaviour outside of the classroom

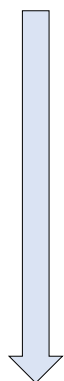
Where pupils have had a disagreement with their peers which has resulted in falling out / pushing or pupils have taken their playtime and lunchtime activities to a point where they are potentially acting in an unsafe manner, the following steps will apply:



Level 1: Reminder	The pupil will be named, and a reminder will be given of the expected behaviour. <i>"Poppy, this is your reminder. You know the expectation in our school and I know that you can achieve this."</i> <i>"Poppy I'm really pleased with how you are now ready to participate safely and respectfully – keep up your fantastic effort."</i>
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Towngate Primary Academy

Positive Behaviour Policy

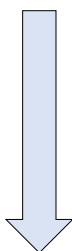


Level 2: Time Out	The pupil will be asked to stand out at a designated 'time out' spot for a short period of time. The pupil will speak with the member of staff on duty to correct their behaviour before re-entering break or lunch time. At this time, the pupil will be reminded that they now have an opportunity for a fresh start once their timeout has been completed. Members of staff on duty will monitor the activity of the pupil to ensure they are ready to re-enter play.
<i>"Leon, after your reminder, your behaviour is not as we expect in our school. You must now stand in a time out to think about how you will improve your behaviour, so you are respectful / safe."</i>	
Level 3: Red Card	If a pupil has been reminded and received a time out or their behaviour is deemed inappropriate and subsequently breaches the behaviour policy, a red card will be issued, and the pupil will go inside to the member of SLT on rota for reflection time. They will miss the rest of their break or lunchtime session.
<i>"Sarah, your behaviour is unacceptable – you are being given a red card because you are choosing not being respectful / safe."</i>	

Unacceptable behaviour

Where pupils demonstrate behaviour deemed inappropriate and breach the school expectations, they will be issued a red card and will see the Attendance and Behaviour Officer or Key Stage Leader immediately. Such behaviour includes – but is not limited to:

- foul language including swearing, discriminatory remarks
- unkindness to others (name calling, personal remarks, gossiping)
- disrespect shown to any member of staff
- ill-treatment of school equipment
- physical actions towards others with the intention to cause harm



Red Card	Where pupils make poor choices and conduct themselves in an unacceptable manner, the children will receive an instant red card. They will visit the Attendance and Behaviour Officer or Key Stage Leader with the card to discuss the behaviour immediately before returning to the classroom after a period of cooling down. Time missed due to the red card being issued will be made back by the pupil in break or lunch time.
Reflection	Where a pupil fails to show expected behaviour following a red card, they will work outside of the classroom in the reflection zone with the Attendance and Behaviour Officer. A report card will be put in place and parents will be informed by the Attendance and Behaviour Officer.

Repeated behaviour

Where pupils show repeated poor behaviour and fail to follow the academy rules and expectations, the following consequences will be used

1. **Report Card:** pupils will be put on behaviour report and meet with the Attendance and Behaviour Officer daily to reflect on the school day. The report card will be in place for a period of two weeks initially, with a view to be extended as appropriate (see appendix A).
2. **Behaviour review meetings:** parents/carers of pupils will be expected to attend behaviour review meetings with the Key Stage Leader and Attendance and Behaviour Officer to review report cards and improvements in pupils' behaviour.
3. **Formal behaviour review:** where a pupils' behaviour is not demonstrating improvement despite the restorative stages and regular reviews in place, a formal behaviour review will take place with a member of the Senior Leadership Team. Failure to see improvement may result in fixed term or permanent exclusion from school or involvement of external agencies to support families in meeting standards of behaviour expected.

There are times where a pupil may breach the Behaviour policy which could result in immediate internal / fixed term suspension and a formal behaviour meeting. Examples include (but are not limited to):

- Sustained bullying / victimisation (several times on purpose)

Towngate Primary Academy

Positive Behaviour Policy

- Violent or dangerous conduct affecting staff, members of the public or other learners
- Sustained disruption to learning or wilful damage to property
- Drug / alcohol incidents
- Targeted discriminatory behaviour

Such matters will be dealt with using the Bullying Prevention and Suspension policy.

Expectations as pupils arrive in school

We believe that how the day begins sets the tone for the pupils' day. In order to set a positive tone and promote a successful mindset at Towngate Primary Academy, all children will receive a warm welcome through our 'meet and greet' approach:

- A member of staff will be on the entrance to the cloakroom doors every morning to say good morning. All children will be acknowledged either on a 1:1 basis or within a small group.
- Children will be encouraged to say good morning back to staff, have a short chat or acknowledge the staff member present.
- This time provides an opportunity for staff to conduct discrete welfare check-ins and for children to know that the staff are really pleased to see them each day.
- Where children are asked to enter the cloakroom for registration, (Key Stage Two), class teachers / members of staff collecting the children will expect the children to line up respectfully and responsibly, ready to go into the cloakrooms. Meet and greets will take place as the adult reaches the cloakrooms.

Expectations as pupils enter school after breaktime / lunchtime

As with the start of the school day, it is imperative that after recreational / free-time, children are prepared for learning and how this time is managed has a significant impact on the next sessions. The following procedures are in place:

- The whistle will be blown once for all children to signal that all pupils need to stop, look and listen.
- A second whistle will be blown, followed by the adult calling out a class name. The class must then line up in their designated area, showing the adult they are ready to learn.
- The member of staff will bring the children into school to hand over to the class teacher / designated adult teaching the class at this time. This promotes the culture of respect and responsibility towards all adults within the academy.
- At lunchtime, the whistle will be blown before children re-enter classrooms at 1.10pm; the adult teaching the classroom will be in the classroom ready to welcome the children in for a period of five minutes time to prepare for learning, where a handover will take place between lunchtime supervisors and class teachers.
- Where there are instances of poor behaviour when children are asked to line up (refusing to stop play, continuing to play with equipment, ignoring adults, continuing to talk), which are repeated, this must be flagged up with the class teacher for a period of monitoring. Where this does not improve, the attendance and behaviour officer must formalise this process through bespoke behavioural targets or shortened lunch time break for these children.

Towngate Primary Academy

Positive Behaviour Policy

Part 3: Support offered to pupils

A variety of support is given to pupils who are routinely receiving time outs or detentions because of their behaviour falling short of the community's standards:

1. Pupils will have restorative conversations with teachers to unpick the choices made, support them in taking responsibility for their own actions and support them to make the necessary steps to avoid repeated behaviour.
2. A review of the classroom layout may take place – to move the child to another seat to lessen the impact of disruption on other pupils.
3. Pupils who fail to complete homework twice in a half term will be expected to attend compulsory homework club after school, ran by the Attendance and Behaviour Officer and Learning Mentor.
4. Intervention and mentoring support programmes with the pastoral team to address the behaviour and develop pupils' self-regulation.
5. Referrals to external support agencies.

Part 4: Staff responsibilities

All staff employed by the school have a responsibility to consistently apply the behaviour policy. Staff in school have the responsibility to children about incidents occurring in school and to investigate incidents where necessary: this is to gain a comprehensive overview of an incident in order to establish facts and apply the behaviour policy accordingly. At times, pupils will be spoken to individually however there may be instances where pupils are spoken to with others.

The role of all staff employed within the academy

In order to ensure the consistency in approach across the academy, all staff are required to be familiar and work in conjunction with the positive behaviour policy. All staff employed within the academy have the right to enforce the policy, as supported by the Attendance and Behaviour Officer, Learning Mentor and SLT.

The role of the class teacher

It is the responsibility of class teachers to ensure that the academy expectations are met in their classes and wider school, as part of the teaching standards. It is the responsibility of the class teacher and the supporting members of staff that their classes behave in a responsible manner as a result of the strong classroom culture in place. A visual display is present in classrooms and cloakrooms.

It is the responsibility of the class teacher / covering adult to ensure that any breaches in behaviour are managed in accordance with the Positive Behaviour Policy and all conversations held with pupils, other members of staff and parents/carers are logged on CPOMS alongside any documentation. Should any pupil be on a behaviour report card, it is the responsibility of the classroom staff to ensure that the report is completed and shared with parents/carers.

The role of the Pastoral Team

The pastoral team in school are responsible for ensuring that pupils are supported well in school to ensure that they can access learning and therefore meet the expectations of behaviour within the academy. It is the role of the pastoral team to work alongside parents to signpost, implement strategies and develop strength in parent partnership to ensure pupils enjoy a successful experience whilst at Towngate Primary Academy.

The role of Senior Leaders

Is it the role of Senior Leaders to support all staff to successfully implement and work consistently inline with the policy. The role of Senior Leaders extends to ensuring that the policy is followed in their own areas of responsibility.

The role of the Headteacher

Towngate Primary Academy

Positive Behaviour Policy

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the positive behaviour policy consistently throughout the academy, and to report to the Local Governing Board, 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 academy. The Headteacher is the Designated Safeguarding Lead who has responsibility to support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children. The Headteacher keeps records of all reported serious incidents of misbehaviour, delegated through the Deputy Headteacher, Learning Mentor and Attendance and Behaviour Officer. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of Governors have been notified.

The role of parents and carers

The school believes that with the unparalleled support from parents/carers for the school and the standards expected, pupils can demonstrate that they are prepared for learning, learn successfully and instil core values to become valued members of society as they leave primary school. It is important that parents/carers work with the school to embed consistent expectations across both home and school to ensure the children are aware of the expectations. We expect parents/carers to read and sign the home school agreements and read policies on behaviour which are available on the academy website. We expect that parents/carers support their child's learning by working in partnership with the school, cooperating in the best interests of the children. It is important that we build a supportive dialogue between home and school which, in turn, supports and develops pupils' welfare and behaviour. Should the school have to use the positive behaviour policy to address a negative behaviour, we would expect that parents/carers support school and the reasoning behind this for their own, or another child involved in an incident of poor behaviour.

The role of the Local Governing Board

The Local Governing Board has the responsibility of setting down these general guidelines on standards of positive behaviour management and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Part 5: Parental rights and responsibilities

As part of the home/school agreement, parents/carers agree to the behaviour policy set out in the academy. Parents and carers have the right to know how their child is behaving at school and this forms an integral element of parent consultation meetings. Informal discussions between school and home will take place where an individual's behaviour is causing concern and requires rectifying swiftly to avoid further consequences. Where a child's behaviour becomes a concern and therefore a barrier to their progress and the progress of others in school, a report card will be put in place with opportunities for regular review.

The academy will notify parents if:

- A period of reflection time for breaktime or lunchtime has been given as a result of poor behaviour
- A red card has been given for an unacceptable behaviour
- A child has been asked to work in the reflection zone as a result of their poor behaviour

Part 6: Behaviour out of school grounds

Pupils who attend Towngate Primary Academy hold the responsibility to maintain the reputation of the school. As a result, the academy holds the right to sanction pupils who demonstrate inappropriate behaviour whilst off the school grounds.

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity

Towngate Primary Academy

Positive Behaviour Policy

- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at the school
- Using devices and is not following the academy's expectation on online safety or bullying prevention

Additionally, sanctions may be put in place due to misbehaviour at any time, whether or not the conditions above apply, incidents could include those that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

Part 7: Inclusion

Understanding ACEs

Adverse childhood experiences (ACEs) refer to stressful or traumatic events that children and young people can be exposed to as they are growing up. ACEs range from experiences that directly harm a child, such as physical, verbal or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.

Children and young people who are exposed to ACEs have increased – and sustained – levels of stress. In this heightened neurological state a young person is unable to think rationally and it is physiologically impossible for them to learn or develop in the same way a child not having these experiences will. ACEs research shows that there is a strong doseresponse relationship between ACEs and poor physical and mental health, chronic disease (such as type II diabetes, chronic obstructive pulmonary disease; heart disease; cancer), increased levels of violence, and lower academic success both in childhood and adulthood. In order to ensure a fully inclusive environment for all, we work in conjunction with our Inclusion Policy to ensure that all staff in school are trained by the Designated Safeguarding Team to identify pupils who have experienced ACES and ensure that appropriate levels of support are in place for any pupil who may require this.

Special Educational Needs

In conjunction with our Special Educational Needs (SEN) policy, we work alongside our academy SENCO to identify appropriate levels of support for pupils. Some pupils may not have learning difficulties however may display emotional, behavioural or mental health needs in which they require additional support to manage. In school, all pupils are expected to behave in accordance with the academy policies and procedures; where pupils require additional support, documentation written by the SENCO, class teacher and parents and carers are put into place to meet the needs of the pupils as individuals.

Mental Health and Wellbeing

We are committed to supporting the positive mental health and wellbeing of all staff, pupils and those within our school community. We recognise the importance in developing strength in our universal, whole school and targeted approaches aimed at vulnerable pupils. As part of this, we aim to recognise and respond to mental ill health. We understand that any individual struggling with their mental health and wellbeing can find it difficult to cope in varied situations and aim to deploy our dedicated pastoral team and partnerships with local external agencies to ensure high quality support is in place for any pupil at any time.

Protected Characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability

Towngate Primary Academy

Positive Behaviour Policy

- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

At Towngate Primary, we are committed to ensuring we offer an inclusive environment for all to thrive. As part of our curriculum offer, we teach the children in school about the Protected Characteristics as part of our whole school curriculum planning, PSHE curriculum and holistic values work to instil our 'core four' values. We expect all pupils in our academy to treat others with respect. We expect that our pupils have a strong understanding of the British Values we promote in school and these are reflected in their everyday actions and behaviours. On the rare occasion that a child showed a lack of respect, tolerance or showed any form of discrimination towards another person, this would be dealt with swiftly and seriously. We believe that parents/carers play an integral role in shaping their children's views and opinions and we expect that parents/carers work with school to address any discriminatory behaviour.

Examples of discriminatory behaviour include (but are not limited to):

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against person or a group of people because of the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions

If a child had behaved in a way that was discriminatory towards another person / view, the following action would be taken:

Staff member present	All staff in school are expected to be aware and alert to any discriminatory behaviour taking place. Staff are expected to intervene and follow the positive behaviour policy and steps within to prevent this behaviour from happening, ensuring the incident has been accurately recorded. Should the discriminatory behaviour / actions be undertaken by parents, staff are expected to record any incident and pass this to a member of the Senior Leadership Team.
Senior Member of Staff / Headteacher	The member of the Senior Leadership Team is expected to investigate the allegation of discriminatory behaviour, where necessary. Senior Leaders must record a trail of their findings and discussions and ensure the Headteacher is informed. A member of staff from the DSL team will contact the parents/carers of both the victim and the perpetrator to provide information as to the incident taking place and the actions taken by the school.

School has a duty to record any incidents of discriminatory behaviour to the Local Governing Board and the Local Authority. Following the investigation taking place, a sanction will be put in place in line with this policy as a serious breach of the policy.

Part 8: Fixed-Term suspensions and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that children are able to learn without fear or disruption. The academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on academies and local authorities to make full-time educational provision for excluded pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

Towngate Primary Academy

Positive Behaviour Policy

Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in a fixed term suspension before a decision is taken. If the Headteacher suspends a child, s/he informs the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions. The local governing board itself cannot either exclude a child or extend the suspension period made by the Headteacher. The governing board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Part 9: Confiscation of inappropriate items

Under the general power to discipline (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and -
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

We will refer to "Screening, Searching and Confiscation – advice for Headteacher's, staff and governing bodies" to support us in application of this aspect of the policy.

Part 10: Malicious accusations against staff

We are required under the DFE guidance document "Behaviour and discipline in Schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff. This is a very unlikely occurrence in our School, however if it were found that this had happened we would:

- Immediately act on stage 5 of the disciplinary process – i.e. consider this a serious breach of the School behaviour policy
- Call a formal behaviour meeting for parents to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term exclusion.

Towngate Primary Academy

Positive Behaviour Policy

Appendix A: Report card template

Formal Behaviour Report Card

1: Pupil is meeting expectation 2: Pupil is requiring reminders to meet expectations 3: Pupil is not meeting expectation

Pupil Name			Class		Date Ranges	
Behaviour Targets (linked to academy expectations)						
1.			2.		3.	
	Monday	Tuesday	Wednesday	Thursday	Friday	Overall
Arrival into school						

1 (Dix, P. When the Adults Change, 2017) 2 (Andrew Percival) 3 (Birbalsingh, K. The Power of Culture, 2020)

Towngate Primary Academy

Positive Behaviour Policy

Lessons am						
Morning Break						
Lessons am						
Lunchtime Break						
Lessons pm						
Leaving school						
<u>End of week</u> <u>Pupil comments</u>						
<u>Staff comments</u>						
<u>Parent comments</u>						
<u>Review date</u>						

Attendance and Behaviour Officer _____ Date _____

Appendix B: Formal Behaviour Meeting Proforma

Pupil Name and class	Parents/Carers present	Date
Reason for behaviour meeting: summary		
Behaviour Targets (linked to academy expectations)		

Towngate Primary Academy

Positive Behaviour Policy

1.	2.	3.
What will success look like?		
Actions for school to take:		Actions for parents/carers to take:
Review 1: summary of progress / incidents since initial meeting		
Review 2: summary of progress / incidents since initial meeting		
Next steps: Removal of behaviour plan / extended behaviour plan / external agency		

Appendix C: incident management

Example incident	Consequence (steps will be followed in some minor breaches)
Disrupting the lesson through failure to follow instructions from an adult.	1. Non-verbal / unnamed strategies initially. 2. Reminder 3. Time Out 4. Reflection Time

Towngate Primary Academy

Positive Behaviour Policy

Foul language used towards another child.	<ol style="list-style-type: none">1. Red card issued.2. Immediate visit to the Attendance and Behaviour Officer / Key Stage Leader3. Time lost is owed back to adult at break / lunch4. If behaviour fails to improve, the pupil will go to the reflection zone
Hitting/kicking another child on purpose to cause harm.	<p>Staff will investigate to unpick the incident. If done on purpose:</p> <ol style="list-style-type: none">1. Red card2. Immediate visit to the Attendance and Behaviour Officer / Key Stage Leader3. Time lost from break/lunch or4. Reflection time issued for next session (where applicable)
Accidental injury caused during a game being played.	<p>Staff will investigate to unpick the incident. If done on purpose:</p> <ol style="list-style-type: none">1. Reminders of safe playing2. Monitoring pupils' choice of games3. Time out given to pupils where reminders not being followed
Failure to follow lining up and entrance to school expectations.	<p>Non-verbal and unnamed strategies used initially.</p> <ol style="list-style-type: none">1. Named reminder2. Time out: time given back to adult in break/lunch time.
Foul language / swearing	<ol style="list-style-type: none">1. Red card given, child leaves setting to see A&BO immediately. Time missed given back to adult at break/lunch.2. Reflection zone to be used where improvements in behaviour haven't been seen