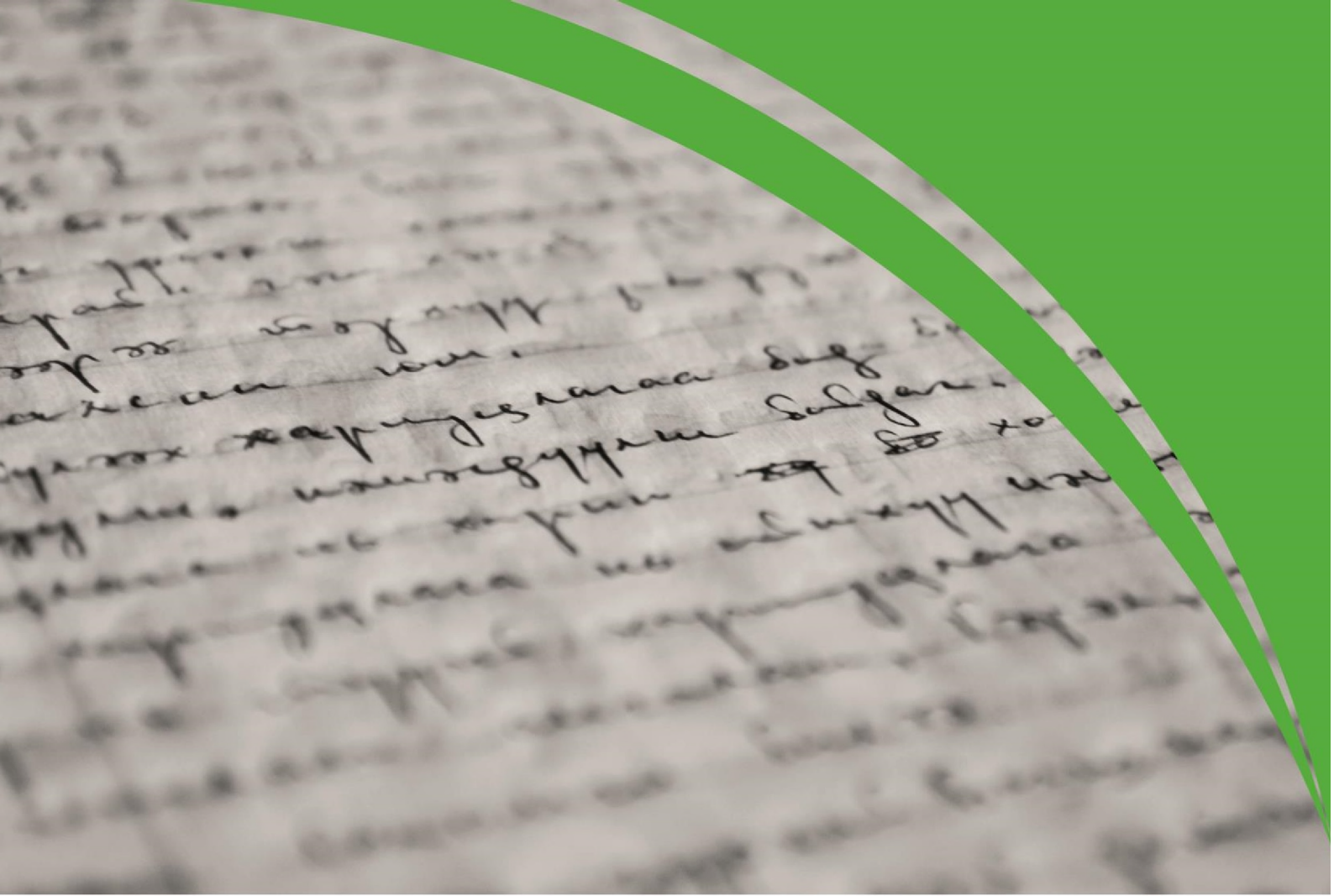




Behaviour and communication policy

Key Document Details

School Name: Tregoze Primary School

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Owner: Helen Tudor

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Tregoze Primary School Behaviour and Communication Policy

This school is fully committed to its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989. This Trauma Informed behaviour policy needs to be read in conjunction with the school's 'Safeguarding Policy' and The White Horse Federation 'Behaviour and Discipline Policy' to ensure that the correct procedures are followed. As a school we recognise there can be links between safeguarding and child protection concerns and incidents of disruptive and challenging behaviour. We recognise that behaviour is a form of communication and this policy will show how we will best support pupils from what they are trying to communicate, recognise what triggers them, educating them in communicating their emotions and feelings in an appropriate and calm manner so that they can become independent and successful members of both Tregoze and the wider community.

All our staff have a responsibility to provide a safe environment to which our children can learn. As a school we all make a commitment to do our utmost to support the behaviour of all children. All members of staff are expected to:

- Create and support learning environments which encourage and foster good behaviour
- Raise individual standards of achievement
- Promote self-discipline and positive relationships
- Develop aspiring, confident, independent and resilient young people
- Prepare young people for a successful transition to the next phase of education

In order to achieve these aims, Tregoze staff will provide pupils experiencing difficulties with their behaviour the support they need to gain control over their ability to communicate effectively and safely. Staff will be trained to recognise that behaviour may indicate an unmet need for the child which may be caused by the impact of trauma and adversity on children's mental and physical health and behaviour, environmental, physical or emotional factors.

Rationale

We have a Trauma Informed Behaviour Policy, and this outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Tregoze Primary. It is a working document designed to enhance the development of positive relationships between children, adults working in this school, parents/carers and other members of the wider school community. The policy is the result of consultation with children, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practise within the school- its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour and communication policy through their involvement in the development of the school's general rules and values and will be asked to be involved again in reviewing the policy in two years' time.

Aims

The ethos of the school is 'Inspire, Motivate, Challenge'. In addition, our aim is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour and communication policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure, developing a child's physical, social, emotional wellbeing.

Tregoze Primary is a values-based school and has a number of "Golden Rules". The primary aim of the behaviour and communication policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

These golden rules alongside the school values provide a sense of direction and vision about creating a stable and moral society on valuing self and others.

Tregoze Primary School follows the Jigsaw scheme of work to teach our PSHE lessons. This aims to support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Tregoze Primary does not tolerate bullying of any kind. We know that it can take several forms:

- Physical – a child may be physically punched, kicked, hit, spat at etc.
- Verbal - this abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical or social disability or personality.
- Damage to property or theft – pupils may have their property damaged or stolen. The bully may use physical threats in order that property is handed over to him or her.
- Cyber bullying - All areas of internet, such as email and internet chat Twitter, Facebook misuse

In the first instance, we promote positive relationships to help prevent bullying; all of our pupils have regular PSHE and C lessons and a class teacher and teaching assistant to provide ongoing support. We also have a trained ELSA who works with individual and groups of children to support and develop positive behaviours and provide further support. Through our values-based approach we encourage our pupils how to treat others positively. We also have focused weeks, values days at the start of each term and assemblies to revisit scenarios and remind our pupils of our anti-bullying message.

However, if bullying is suspected or we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. Bullying is taken very seriously, and all incidents are dealt with promptly working with all parties involved. The incident is recorded on CPOMs and we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all of our students attend school happy and free from fear.

Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all of our staff understand and recognise the indicators and signs of peer on peer abuse and they know how to identify it and respond to report it to the designated safeguarding lead (Mrs Helen Tudor.)

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse can take various forms:

- ☐ Serious bullying (including cyber bullying, prejudiced-based and discriminatory bullying)
- ☐ Relationship abuse
- ☐ Child sexual exploitation
- ☐ Harmful sexual behaviour (including up-skirting & sharing of nudes)
- ☐ Gender/ race violence

These types of abuse rarely take place in isolation and often indicate wider safeguarding concern (please see our safeguarding policy)

Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two pupils of any age and sex. It can also occur through a group of pupils/students sexually assaulting or sexually harassing a single pupil/student or group of pupils/students. See Sexual violence and sexual harassment between children in schools and colleges (May 18) All incidents are recorded immediately using CPOMs and reported to the DSL/deputy in line with safeguarding and child protection procedures.

Rights and Responsibilities

In order for all staff and pupils to work in a safe and effective learning environment, everyone at Tregoze Primary has responsibilities to protect everyone else's rights, and to ensure that these rights and responsibilities are communicated effectively. This ethos is regularly revisited with pupils and staff to ensure that all incidents of serious and challenging behaviours are dealt with through an understanding of this framework.

Rights	Responsibilities
☐ The right to be physically and emotionally safe	☐ To keep myself and others safe
☐ The right to be heard	☐ To make myself heard in an appropriate way
☐ The right to make choices and to contribute to decision making	☐ To be willing to listen to advice and to consider the points of view of others
☐ The right to learn	☐ To be present and to be open to learning
☐ The right to a school environment that is free of sexual harassment, racial discrimination and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity.	☐ To uphold and promote the Equality Act (2010)
☐ The right to be treated with respect and dignity	☐ To treat all pupils and staff with respect

Encouraging good behaviour

At Tregoze Primary School we will:

- As adults treat each other with respect at all times and be positive role models for Values approaches and positive social and emotional skills for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Praise and reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

- Provide opportunities for reflective thinking as a tool to aid self-control in managing their own behaviour. This will include the use of social stories, ELSA and/or nurture groups.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. A Positive Approach The core beliefs of Tregoze Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Behaviour is a form of communicating

Golden Rules

Tregoze's 'Golden rules' are an important part of the school ethos. We teach our pupils how to be the best they can be through 6 core ideas which is revisited in class, PSHE and assemblies:

- Tell the truth
- Listen
- Be kind and gentle
- Do your best
- Look after property
- Be polite

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques. All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance:

- Positive responses to children's work.
- Weekly whole school achievement assemblies.
- Class incentive awards praising good work and behaviour.
- Sharing achievement with parents, children and other classes.
- Opportunities for greater responsibility in school.
- Special 'Headteacher Awards' and name celebrated on class dojo.
- Golden time.

- Dojos and messages home
- End of year rewards for excellent behaviour and effort

Golden Time

'Golden Time' has been included in each class's weekly curriculum as part of our school positive behaviour and communication policy. With 'Golden Time', children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. 'Golden Time' ensures that the children who behave well, which are the majority, are rewarded. Children will earn 5 minutes a day for following the golden time rules; each day they will earn 5 minutes which will be accumulative throughout the week. Children who break one or more of the rules in class or elsewhere in school or playground will not earn their 5-minute golden time for that day.

Inappropriate Behaviour

It is important to use a positive approach and ascertain the root cause of any behaviour problem. Class discussions and reasoning with a child about why things are going wrong are often the most effective course of action. However, we are also realistic and recognise at times negative measures have to be taken.

- There is no place for violence, bullying, cyber bullying, peer on peer abuse, harassment (racial or sexual), vandalism, rudeness to adults, or bad language (unacceptable behaviour) in the school and these must always be discouraged. Anyone observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type. All occurrences of this type of behaviour should be noted on CPOMS (including the name of the "victim" if any) and, if happening at playtime, communicate to the Head Teacher. Repeated occurrences will need to be recorded on the pupil's records. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the "wrong doer" to take a more positive role within the school.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of peer on peer abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero tolerance approach to abuse and regular staff training ensures that incidents of peer on peer abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of peer on peer abuse are reported to the safeguarding team.
- Tregoeze has adopted the Swindon Borough Council (SBC) Children Services Policy on Positive Handling and the Use of Reasonable Force. The SBC policy sets out the legal framework for the use of positive handling and reasonable force, it provides definitions of terms and sets out the principles which should guide schools when interpreting the policy in their own setting. We follow the Team Teach method of 'Positive Handling' recommended by Swindon Borough Council. Team Teach is committed to the term 'Positive Handling' to describe a broad spectrum of risk reducing strategies.

Sanctions

Where the golden rules (including classroom and playground codes) are contravened there must be a system of appropriate sanctions. In order to be most effective sanctions should be seen to match the offence. The most powerful sanction is the disapproval of those views the wrongdoer respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

The adult responsible for the child will deal with minor infringements at that time; sanctions to be used (in increasing order of seriousness) are:

- "The look", e.g. frown, thumbs down
- Private low key warning
- Loss of a dojo
- Move seat
- Time-out table/chair

- Playtime detention
- Loss of privilege/exclusion from after school clubs
- Partial loss of lunchtime
- Internal Exclusion - Move to another classroom
- Send to Assistant Head Teacher
- Send to Head Teacher
- Phone call or dojo message home
- Written communication – either letter or email
- Parents invited to school for a meeting
- Possible fixed-term suspension.

It is important for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions.

If the problem persists then it may be necessary to involve outside agencies such as the Swindon SEMH Team.

Lunchtime/Playtime

Playtimes, both mid-morning and at lunch time, can be problematic for children, as children are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day, and children will respond to the supervision of MDSA's (Midday Supervisory Assistants). MDSAs should be treated with the same respect as other adults in the school, and are fully informed and involved in the school system of rewards and sanctions.

Physical Intervention

Where physical intervention is required to keep a pupil safe the school will respond in line with the [DfE guidance 'Use of reasonable force'](#)

At time of review this document is under consultation. The draft updated version can be found [here](#).

When considering whether to intervene we will ask three questions:-

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?

As a school we may intervene to:

- prevent or stop a pupil from causing injury to themselves or others;
- committing a criminal offence;
- damaging property
- doing something that prejudices discipline at the school

All incidents of physical intervention are recorded in the school's bound book, recorded on CPOMS and reported to parents/carers. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced. The bound book is kept locked in a cupboard in the Headteacher's office.

All incidents of physical intervention are recorded on CPOMS and reported to parents/carers. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced.

Following all incidents where physical intervention is required we routinely check the well-being of the pupil after the incident. This includes asking if they have been hurt.

If information suggests that a pupil has been hurt during an incident of physical intervention the Head teacher will be informed and contact will be made with the LADO.

Where pupils require regular handling and intervention a positive handling plan will be put in place. The pupil, together with the parents/carers will be involved in this process.

Specific staff within the school have attended Team Teach Training. Full lists of staff trained are available on display boards around the school and in the school office.

Suspensions and Permanent Exclusions

The last resort is exclusion from school, following Swindon's policy on exclusion. We should also be aware of ways of defusing potentially "high risk" situations, by removing individual children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not punishment but a means to prevent a problem occurring.

Only the Head Teacher (or the acting Head Teacher) has the power to suspend or exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

If the Head Teacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher.

Roles The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 1 – Year 6. School Councillors wear special badges that identify them throughout the school. As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules and school values.

The Role of Parents and Carers

Parents and carers have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus and we share our termly values on the school website and in our monthly newsletters. We expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head Teacher who will take appropriate action.

If parents need support, they are signposted to our family support worker who will work alongside the family through the early help process. This could include supporting with behaviour at home, home visits and running parenting programs.

If the school has to use reasonable sanctions to punish a child, 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. The Head Teacher may then be involved and, if the concern remains, they should contact the Chair of School Governors.

All School Staff

All school staff have responsibility to uphold the behaviour and communication policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

All Adults Working in the School

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn.

Tregoze Primary is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. Teachers at Tregoze Primary are positive, enthusiastic and have high expectations of both learning and behaviour. Teachers contribute to the 'Open Door policy' for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The chair of governors is also our safeguarding lead governor.

Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour and communication 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 Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting all staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child in consultation with the Regional Director and the Swindon Borough Council Inclusion Officer.

Review and Evaluation of the Policy

This policy was drawn up by the SEN coordinator, working in consultation with the whole school community. Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the SEN coordinator, on behalf of the Head Teacher and Governors.

Written: July 2025

Agreed:

Review: July 2026

School: Tregoze Primary

Name of Head Teacher: Helen Tudor

Name of Governor: Emily Medland

SEND Coordinator: Tina Burbidge