



Tow Law Millennium Primary School

Behaviour Policy 2026

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Introduction

The Governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Statutory Duty of the School

The Head Teacher and the Governing Body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

Aims

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and shows positive regard for others. This is achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Ensuring pupils feel they are important as individuals and that their work is appreciated
- Praising children for their achievements
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect

Positive Reinforcement

Our emphasis is on the reinforcement of good behaviour, rather than on failures. We believe that praise has a motivational role helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort.

The school employs a variety of reward systems:

- Dojo reward point scheme
- Stickers
- Certificates

- Star of the week
- Head Teacher's stickers
- Sharing good work with the Head teacher or adult of their choice
- Other in class rewards

School Rules

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with our pupil groups each year and constantly referred to. They are:

1. Be kind and use kind words
2. Always follow instructions
3. Always walk in school
4. Keep hands and feet to yourself
5. Tell the truth

Sanctions and support for poor behaviour

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features:

- It must be clear why the consequence is being applied;
- The consequence must be linked to the behaviour (where possible);
- It must be made clear what changes in behaviour are required to avoid future consequences;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.

Making poor choices with behaviour will result in:

1. Reminder of how to behave
2. Warning
3. 5 mins playtime lost – complete work
4. Removal from class/situation - Sent to Head Teacher
5. Arbor notification of negative behaviour/record on behaviour log
6. Phone call home
7. Meeting to discuss behaviour
8. Loss of privileges
9. Suspension
10. Permanent exclusion

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is

frequent, in school consequences alone can be ineffective. Involvement with parents/carers will be required.

We use a restorative approach in the Early Years Foundation Stage (EYFS) to shift the focus from punishment to emotional regulation and empathy. By using gentle, reflective language, we support and help young children understand the impact of their actions, learn to express their feelings, and actively repair relationships when conflicts happen.

Additional support

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

- Within school, the SENCo may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom.
- Teachers may monitor behaviour using a behaviour log. These highlight areas giving cause for concern and known triggers.
- The children in the class will be moved to a safe place to enable to continue their education without disruption.
- It may be necessary in some cases to request advice from the Primary Inclusion Partnership Panel, SEND Inclusion Team, Crisis Response or the Educational Psychologist and so use his/her expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required.
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves or others, the children in the area will be moved to a safe place. If needed, trained staff may employ the 'Team Teach' techniques. Decisions to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents.

Suspension

If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to suspend the pupil. In such cases, the Head Teacher (or Second in Charge after speaking to the Head Teacher) will contact the parents of the pupil giving the reason for the suspension. Head Teacher will contact Chair of Governors, Local Authority and Clerk to the Governing Body.

Procedures following fixed term suspension

1. Suspensions up to five consecutive days – work should be set and marked by the school. During this period the parents of the suspended pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.
2. Suspensions for six consecutive days or more – the school has a duty to provide suitable full time education provision from and including the sixth day of the suspension.

Procedures following permanent exclusion

Permanent exclusion means your child is expelled and cannot return to the school unless reinstated. We will arrange suitable education from the 6th school day. It is the responsibility of the school during the first five days of a permanent exclusion that work is sent home for the pupil to complete. During these initial five days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.

Parents

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc is always available. Staff are happy to be approached about worries parents may have concerning their children.

If the behaviour of a child is causing the school some concern, parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

Governors

School Governors play an active part in the positive ethos of the school in showing care and ensuring just and fair dealing in all circumstances.

Staff development

Staff are actively encouraged and supported in attending appropriate training courses organised by the LA, colleges, schools and other reputable bodies.

'Children have more need of models than of critics.'
Joseph Joubert



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Rewards

- Praise
- Stickers
- Spinner prize
- Dojo Points
- Dojo points reward scheme
- Certificates
- Star of the week
- Message home
- Special privileges
- Other rewards



Consequences

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