



## **Tadcaster Primary Academy School Specific Behaviour Policy**

**Approval Date:** November 2021

**Review Period:** Annually

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# **Tadcaster Primary Academy Behaviour Policy**

## **Aims and Expectations**

We are a caring school with a family ethos and our values are built on mutual trust, honesty and respect for all. Tadcaster Primary Academy's school behaviour policy provides a whole school consistent approach to support all members of the school community to effectively work together in supporting the behaviour choices that are made. Our aim is that every member of the school community feels valued and respected, and that each person is treated fairly.

Every child understands the expectations for how they should behave in and around school. We use a clear behaviour expectations policy and use the same language with children from Nursery through to Year Six. Our behaviour chart can be seen in every classroom and all adults understand the expectations that are set out within it. We promote positive behaviour choices and celebrate these using the language of 'Wow' and 'Good' but equally we are consistent in our high expectations that children with our support can make mistakes but then work hard to repair any negative choices they have made using a restorative approach.

## **Statutory Context**

This policy has been devised with consideration to the following policies: Education and Inspections Act 2006; School Standards and Framework Act 1998; Education Act 2002; Equality Act 2010; SEN Code of Practice

## **Positive Approach**

Adults in school use a consistent approach to promoting good behaviour choices. Positive language is used to promote these choices and where children have shown this they may be given the opportunity to move onto 'Wow' on the behaviour expectations chart. Where children make 'Wow' choices, these are celebrated with peers in school and adults at home. Children will receive a 'Wow' sticker and may also be given the opportunity to phone their Parents/ Carers to share the reason why they have gone onto 'Wow'. In weekly assemblies we celebrate the children who have been on 'Wow'. In school there is a culture of positive praise where all staff recognise children who have stood out for showing respect, kindness or positive learning behaviours.

## **Consequences**

Tadcaster Primary Academy has high expectations for behaviour. We expect our children to treat their peers and the adults that work with them with respect and kindness. Where children make negative choices they will be given the opportunity to reflect on these using the guidance from the behaviour expectations chart. If a child does not follow our whole school behaviour expectations they will be given a reminder to improve the behaviour choices they make. Adults use the language of 'Wobbly' and 'Unacceptable' when considering poor behaviour choices and children are encouraged to reflect on the impact of their actions. Where children make 'Unacceptable' choices Parents and Carers are informed of this. Parental engagement is crucial to ensure that school and home are supporting children to understand the consequences of their behaviour choice.

Children who do not make the right choices of following our school rules will face certain consequences:

1. Gentle reminder about what is expected of each child
2. Child's name is moved from 'Good' on the Behaviour Expectations Chart to yellow (wobbly behaviour)\* or red (unacceptable behaviour) dependant on the behaviour shown
3. Headteacher/ SLT informed if the behaviour is unacceptable.
4. Loss of privileges including time from playtime or lunchtime. Time used to reflect on the behaviour shown and what behaviour choices should be made.
5. Exclusion from the class for extended 'Reflection' time and restorative work to consider the impact of the child's actions
6. Parent/Carer informed.
7. Exclusion from school

\*If a child makes a 'Wobbly' choice they are able to move back to 'Good'

# Our Behaviour Expectations

\*WOW! \*

I have made an adult in school proud of me by...  
Always trying my best  
Always being a good friend  
Challenging myself  
Always being enthusiastic and positive  
Setting a good example to others



I will be a positive role model.  
I will have good friendships.  
Everybody will trust me.  
I will feel happy at school.  
I will make a 'Wow' phone call to my loved ones.

I will make my teachers, family, friend and myself proud.

GOOD

I am able to be a good learner.  
I am able to follow my class expectations.  
I am a good friend.  
I am polite and kind to everyone.  
I follow instructions and listen carefully to others.  
I always tell the truth.



Everybody will see what a good job I am doing and I will be a successful learner.

I will be happy and enjoy coming to school. My team will be very proud of me.

WOBBLY

I have disrupted other children in my class from learning.  
I am not working as hard as my team expects, or I know that I am capable of.  
I am not thinking about how my actions are affecting people's feelings.  
I am not showing great respect.



I will be given a reminder.  
I may lose some of my break time.  
I may have thinking time, and I will think about how to improve my behaviour to get back onto good.

I will feel disappointed with myself.

UNACCEPTABLE

My behaviour is disrupting my learning and that of others in my class. I am making bad choices.  
I am being violent by kicking, hitting or hurting others.  
I am encouraging others to make bad choices.  
I am using bad language, racist language or telling lies.  
I am showing continual disrespect and a bad attitude.  
I have had chances to change and chosen not to improve my behaviour.



I will have time out to think about my actions.  
I may go onto the consequences table.  
I may be sent to speak with a senior member of staff.  
I may be excluded.

My behaviour will be explained to my parents or carers.