

BEHAVIOUR POLICY



***“Guide me in your truth and teach me, for you are God my saviour
and my hope is in you all day long”***

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2026
Next review September 2027

Aims and Expectations

At Tankersley school our expectations in our behaviour policy are linked to our school mission statement ***“Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long”*** by following our vision, we ensure that our children:

- *Aim high and have self-belief*
- *Are enterprising and enquiring*
- *Have community spirit*
- *Are respectful*

We endeavour:

- to model outstanding behaviour for our pupils
- to expect outstanding standards in behaviour at our school
- to show respect for others as part of our school aims
- to demonstrate Christian attributes towards others (giving of Christian attribute beads)
- to provide clear guidance about these standards and their implementation to pupils and parents as well as other stakeholders
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.

Our behaviour policy helps our school community at Tankersley St Peter’s to work together in an effective and considerate way. We treat all of our children fairly and apply this behaviour policy in a consistent way. It is of paramount importance to our staff to help children to learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

As a Christian school family, we believe in reconciliation and forgiveness and promote this where possible. We encourage our pupils to demonstrate Christian attributes towards others such as Kindness and Self-Control. These are rewarded with the attribute beads and the pupil put the beads in special class tubs in the class prayer corners. The worship council take these to the hall weekly and the beads are put into the large jars on the alter table.

If the individual and learning needs of children are met, incidents of challenging behaviour are kept to a minimum. **We believe that a major determinant of good behaviour is the quality of the relationship between staff and children and upholding a positive ethos in the school.**

Our behaviour systems are strongly linked to effective learning in the classroom so good learning behaviours are encouraged through collaborative strategies (e.g. Kagan structures such as *Think Pair Share* and *Rally Robin*).

NOTE: Please see other linked policy:

Anti-bullying policy

Equality Policy

Safeguarding policies

Implementing the policy - for all staff working with pupils at Tankersley

The rewards and sanctions as outlined below are agreed whole school systems to support behaviour management in school. All staff and classes will follow these systems.

(Note - In addition, each class may have its own special class systems to support a positive behaviour and learning behaviours which have been developed by the children and teacher e.g. raffle tickets / stickers / marbles in the jar)

Whole school reward systems:

If children behave well and follow the rules, they can expect:

- Christian attribute beads – linked to our Christian ethos
- Verbal praise
- Sparkle and shine certificates – Given out in Friday Sparkle and Shine collective worship
- Visit the Head – Receive a Headteachers wrist bands/ special sticker

CHRISTIAN ATTRIBUTE BEADS – As a Christian school we promote Christian values as part of our behaviour and encourage pupils to demonstrate the following Christian values – Kindness and self-control.

CERTIFICATES - will receive a special reward certificate at the Friday Special mentions assembly

Learning behaviours

The school promotes good behaviours for learning in the classroom. These are outlined below



At Tankersley St Peter's we encourage children to demonstrate good learning behaviours in the classroom.

Our Main Principals

Know that there are 3 behaviour principles in school that we will always maintain.

- Be respectful
- Be responsible
- Be ready to learn (see learning behaviours poster)

Be Respectful	Be responsible	Be ready to learn
Say please and thank you. Hold doors open for adults. Talk kindly to other pupils.	Complete homework on time. Remember to bring equipment to school. Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry,	Sitting on your chair and listening. Working hard on tasks given. Being in the right place at the right time.

Mobile Phones (taken from Mobile Phone policy)

Children

Due to associated risks to Primary aged children such as potential for theft, bullying, use of social media on sites not age appropriate and inappropriate contact, including grooming by unsuitable persons – **Mobile phones are NOT allowed in school for any reason, with the exception of mobile phone that are used for medical purposes.**

The school accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and carers to ensure mobile phones are left at home.

Children should not bring mobile phones into any areas of the school.

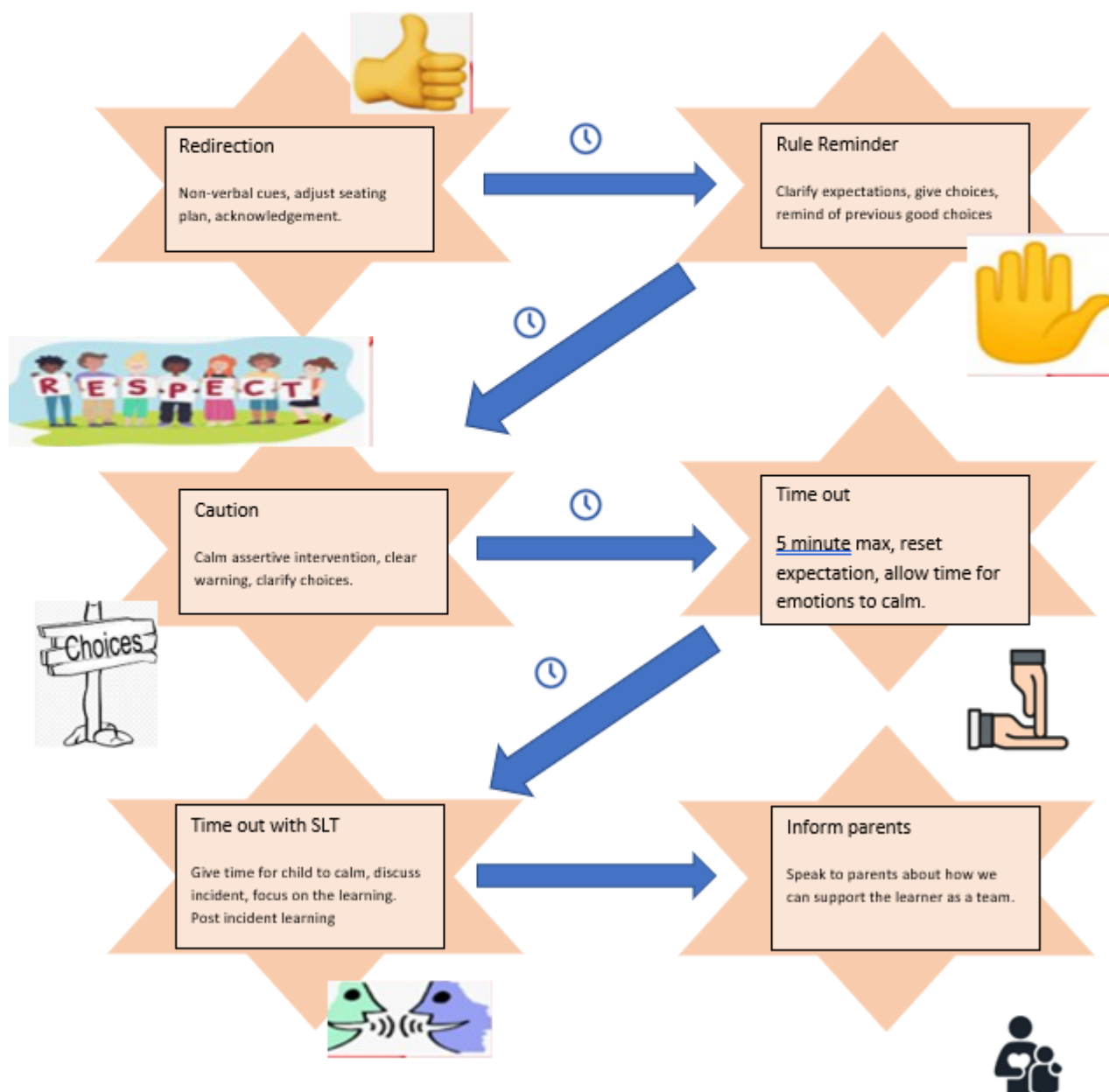
Children are not allowed to carry mobile phones on any school trips.

Parents can call the school office on 01226742357 between 8am and 4.45pm if there are any queries regarding their child.

Mobile phones are not permitted on residential trips except for those mobile phones that are used to support medical needs e.g. glucose monitoring.

Bringing a mobile phone into school can result in the phone being confiscated and parents being asked to collect the phone from the office. Should a mobile be brought into school on a regular basis, parents will be asked to attend a meeting with the HT.

LEARNING BEHAVIOURS AT TANKERSLEY



Responding to low-level misbehaviour

Our Learning Behaviours at Tankersley set out the expectations for pupils. Where these are not met, staff will give a calm reminder, explain the expected behaviour and provide an opportunity for the pupil to correct it. If the behaviour continues, staff will provide further support and use an appropriate, proportionate consequence. Responses will take account of the pupil's age, understanding, SEND and any agreed reasonable adjustments.

Actions to be taken if a pupil's behaviour is extreme or moves beyond the learning behaviours

CPOMS Logging of incidents - Staff will use CPOMS to log any behaviour which is extreme and also behaviour that requires careful monitoring. This may be where children and/ or adults are at risk from harm and may include child -on-child abuse or other harmful behaviours. It will also be used for ongoing incidents where bullying may be occurring or a persistent issue with one or more pupils

Incidents are completed by the member of staff who has dealt with the incident initially and these will be passed via the CPOMS system automatically to the school safeguarding leads via CPOMS so further action can be implemented. **As well as being logged, serious incidents must be reported verbally to SLT and/or safeguarding lead so actions can be addressed immediately. Texts will be sent home to parents if the behaviour is deemed serious enough.**

For a very serious one-off incident, it may be that the child is suspended. This decision should always be taken by the headteacher or the appointed acting Head Teacher.

Suspension and Permanent Exclusion

Tankersley St Peter's is committed to inclusion, early intervention and supporting pupils to succeed. In accordance with Barnsley's Access to Education guidance, the school will work with pupils, parents, carers and relevant professionals to understand behaviour, identify underlying needs and review the effectiveness of support.

The school will follow current Department for Education statutory guidance on suspension and permanent exclusion, alongside applicable Barnsley procedures. National legislation and statutory guidance take precedence where local documentation differs.

Making a decision

Only the headteacher, or an appointed acting headteacher, may suspend or permanently exclude a pupil. Decisions will be lawful, fair, reasonable and proportionate. Evidence will be assessed on the balance of probabilities, and the pupil will normally have an opportunity to give their account, with appropriate support.

The headteacher will consider the circumstances, the pupil's age and understanding, any SEND, safeguarding concerns, mental health needs and relevant family circumstances. The school will consider whether unmet needs contributed to the behaviour, whether reasonable adjustments have been made and whether further support or professional advice is required.

Suspension may be used for serious or persistent breaches of the behaviour policy. Each decision will be assessed individually; further incidents will not automatically lead to further suspension or permanent exclusion.

A suspension will have a specified start and end date. Suspensions must not exceed a total of 45 school days in an academic year.

Permanent exclusion will be used only as a last resort where both conditions apply:

- There has been a serious breach or persistent breaches of the behaviour policy.
- The pupil's continued attendance would seriously damage the education or welfare of themselves or others.

A pupil will not be excluded simply because the school considers it unable to meet their SEND. Informal exclusions, including sending a pupil home to "cool off", are unlawful, even where parents agree. Any removal from school for disciplinary reasons will follow the formal exclusion process.

Supporting vulnerable pupils

Where a pupil is at risk of exclusion, the school will review support with parents, carers, the SENCO and relevant agencies. For pupils with an EHCP, the school will liaise with the local authority and consider requesting an early review.

For looked-after children, the designated teacher and headteacher will involve the Virtual School Head at the earliest opportunity. Where a pupil has a social worker, the school will seek their involvement in understanding risks and planning support.

Informing parents and relevant services

The headteacher will notify parents and carers without delay and provide written confirmation explaining:

- The reasons for the decision and the duration of any suspension.
- Their right to make representations to the governing body and how to do so.
- Relevant meeting arrangements and rights to representation.
- Education arrangements and the applicable duty to ensure a child of compulsory school age is not in a public place during school hours in the first five school days without reasonable justification.

The local authority will be notified without delay of every suspension and permanent exclusion. The pupil's social worker and, for a looked-after child, the Virtual School Head will also be notified without delay. The governing body will receive notifications in accordance with statutory requirements. Barnsley's required documentation will be completed promptly.

Education during exclusion

Where alternative provision is not arranged during the first five school days, the school will take reasonable steps to set and mark appropriate, accessible work.

For pupils of compulsory school age, the governing body will ensure suitable full-time education starts no later than the sixth consecutive school day of suspension. Consecutive suspensions count together for this purpose.

Following permanent exclusion, the pupil's home local authority is responsible for suitable full-time education from the sixth school day.

Provision will take account of age, ability, aptitude and SEND. Parents will receive written arrangements. Relevant information will be shared securely, and the school will monitor attendance and the suitability of provision it arranges.

For looked-after children and children with a social worker, the school and local authority will work together to arrange alternative provision from the first day following exclusion.

Governing body review

The governing body, or its appropriately constituted committee, will consider reinstatement:

- Within 15 school days of notification for permanent exclusion, suspension taking the total above 15 school days in a term, or exclusion causing a missed public examination or national curriculum test.
- Within 50 school days of notification, where parents make representations about suspensions totalling more than five but no more than 15 school days in a term.
- For suspensions totalling five school days or fewer, by considering any parental representations, although it cannot direct reinstatement.

Where an examination or national curriculum test would be missed, reasonable steps will be taken to consider reinstatement beforehand. If this is impracticable, the chair may consider reinstatement independently.

Required participants will be invited, and the decision and reasons will be communicated in writing without delay.

Independent review

If the governing body declines to reinstate a permanently excluded pupil, parents will be informed of their right to request an independent review arranged by the local authority, normally within 15 school days of notification. They will also be told about requesting a SEN expert without charge, regardless of whether the school has recognised SEN, and relevant discrimination claim rights.

Reintegration

Following suspension, the school will plan a supported return with the pupil, parents and relevant professionals. This will include reviewing needs, expectations, adjustments and support.

A pupil's return will not be delayed because a parent cannot attend a reintegration meeting. Repeated suspensions will prompt a review of the support provided and whether alternative approaches are needed.

Pupils with Special Educational Needs and Disabilities and vulnerable pupils

Tankersley St Peter's CE (A) Primary School embraces the policy of inclusion. Where pupils have special educational needs, sanctions and rewards may need to be modified accordingly for the individual concerned. This is done through consultation with the Headteacher, SENCO and class teacher.

For children who are on the SEND register for emotional and/or behavioural reasons or other reasons connected with their needs, the SENCO in consultation with the headteacher, may employ a differentiated or adapted behaviour policy only where necessary. The school has a duty to make reasonable adjustments for disabled pupils, including to expectations, rewards and sanctions.

It is the responsibility of all adults in school to be aware of the individual needs of SEND children with emotional and/or behavioural difficulties and to know, and carry out, the differentiated behaviour strategies employed for these pupils. The SENCO will liaise with external agencies, as necessary, to support the child.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Positive handling/ Team Teach

Staff will be trained in areas such as Team-teach for handling pupils safely and in specialised areas of need linked to behaviour. (e.g. Attachment issues.) Please see the school's Positive Handling policy for more information. The school will strive to ensure that all pupils with more significant behavioural issues are included where possible and that their access to learning is not compromised.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The role of the headteacher

It is the responsibility of the headteacher to implement this school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The headteacher has the responsibility for implementing suspensions and exclusions. The headteacher will also report back to the LA on serious whole school incidents of behaviour/bullying via the LA safeguarding audit.

The role of parents and carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. This Behaviour policy is available on the school website along with linked policies. These are updated annually to ensure that they remain accurate. We explain our Behaviour systems to new parents in school induction processes including the home school agreement and we expect parents to read these and support them. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher if it is felt necessary.

The role of governors

The governing body has the responsibility for supporting the headteacher in implementing policy on behaviour in school and for reviewing its effectiveness. The headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the headteacher in reviewing and contributing to policy. Governors also support in implementing aspects of the policy such as suspension and exclusion. Governors also support the headteacher if a panel is needed for example if a complaint arises as part of the school complaints policy.