

Behaviour Policy

Adopted: September 2026

Review: September 2027

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
At Tillingbourne we want children to: 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible	Children are successful at Tillingbourne School because they are: • Aspirational • Responsible • Resilient • Curious • Confident • Caring	FOCUS RIGHTS 1. The right to learn 2. The right to be heard 3. The right to be me	All children must be: Ready Respectful Safe

1. Aims and Expectations

1.1 At Tillingbourne, our behaviour culture is built on three simple rules:

- **Ready** – to learn, to listen, to join in.
- **Respectful** – of ourselves, others, and our environment.
- **Safe** – in our words, actions and choices.

These three rules apply at all times, in all places, for all members of our school community. Having a shared and consistent language ensures clarity and predictability, which helps children feel safe.

1.2 We want every child to feel valued, respected and treated fairly. Relationships are at the heart of our approach – we know that while most children follow rules, some follow people. By building strong, positive relationships, we enable all children to meet high expectations.

1.3 Our aim is for children to develop as positive, responsible and increasingly independent members of the community, who are proud of their behaviour and achievements.

1.4 We focus on recognising and rewarding positive behaviour, believing that this builds kindness, co-operation and a culture of learning. When children make poor choices, staff respond calmly, consistently and restoratively – separating the behaviour from the child, and ensuring relationships remain intact.

1.5 While our high expectations for conduct apply to all pupils, we recognise our legal duty under the Equality Act 2010 to make 'reasonable adjustments' for children with SEND. We understand that some pupils may require a differentiated approach to behavioural expectations. For these individuals, sanctions and rewards will be applied flexibly, taking into account their specific needs, cognitive development, and any sensory processing difficulties. Our focus is on equity rather than equality, ensuring that every child receives the specific support they need to succeed within our school community.

2. Praise, Encouragement, Reward and Sanctions

2.1 High expectations are underpinned by our Behaviour Traffic Light Code of Conduct (Appendix A). This sets out what Ready, Respectful and Safe behaviour looks like, as well as the consequences when expectations are not met.

2.2 Positive reinforcement is central to our approach. We praise and reward children in a variety of ways:

- Specific verbal praise from staff and peers.
- House points awarded for effort, kindness, and achievement (never removed once given).
- Class points and recognition boards to celebrate individual and collective effort.
- Sharing good work with other adults and peers.
- Star of the Week Awards in Celebration Assemblies.
- Positive phone calls and notes home to parents.

2.3 Staff consistently use positive, calm and respectful language, modelling the behaviour we expect from pupils. When a child's behaviour falls short of expectations, the teacher delivers a brief, scripted intervention to support the pupil in correcting their behaviour before a sanction becomes necessary. These interventions remind the child of the school rule, outline the potential consequence if the behaviour continues, and offer a positive affirmation to help the pupil reframe themselves as a successful learner. For example:

"The school rule is _____. You broke that rule by _____. If the behaviour continues, the consequence will be _____. But you are usually so focused in my lessons – let's get back to it and finish the task."

This approach de-escalates situations, reinforces expectations, and avoids emotional confrontation while maintaining positive relationships.

Should the behaviour continue, then a similar intervention will be used, this time to apply a consequence and again remind the child of behaviour expectations using a similar format to above.

2.4 When behaviour falls short, consequences are applied consistently and proportionately, with the emphasis on learning from mistakes. Staff use restorative conversations to explore:

- What happened.
- What the impact was.
- What needs to happen next.

We ask staff to be curious, not furious – seeking the cause of behaviour and supporting the child to make better choices.

2.5 Where behaviour is repeated or concerning, staff investigate possible underlying causes and consider safeguarding implications. The Headteacher/Deputy Headteacher should be informed before parents/carers are contacted. Serious incidents (red behaviour) are recorded on CPOMS.

2.6 Additional interventions may include:

- Behaviour report cards with clear, positive targets, reviewed daily by a member of the leadership team (see 2.7)
- Pastoral Support (including mentoring)

- Individual Behaviour Plans (IBPs)
- Support from ELSA, SEND staff, or external agencies (e.g. Inclusion Support Team)

The school will work closely with parents throughout this process, ensuring that they are kept informed, involved and supported. Where additional interventions are needed, staff will collaborate with families to agree strategies and targets, recognising that consistency between home and school is essential in helping children to make sustained improvements. Our approach is holistic, addressing underlying causes of behaviour as well as the behaviours themselves, and drawing on the combined strengths of children, families and staff.

2.7 Sanctions are never applied to whole groups unfairly, and flexibility is exercised to take account of individual circumstances.

2.8 When a pupil's effort or behaviour gives serious cause for concern, they may be placed '**on report**'. This is a supportive measure designed to focus on specific targets for improvement and to provide regular feedback and encouragement. The report may include sections for staff, including lunchtime supervisors, to complete so that progress is tracked across the whole school day.

The class teacher signs the report at the end of each session, and it is taken home daily to be signed by a parent. Reports are monitored regularly by the Deputy Headteacher or Headteacher. Pupils are not usually placed 'on report' for extended periods, as it is intended as a short-term strategy.

While 'on report' provides a clear framework for accountability, it is also an opportunity to celebrate positive steps, both at school and at home, and to strengthen communication between children, parents and staff.

2.9 Very serious breaches will be dealt with immediately by the Headteacher. This may include internal exclusion or fixed-term exclusion in line with Surrey guidance. Permanent exclusion is a last resort, used only where safety cannot be ensured.

2.10 The school does not tolerate bullying, including on-line bullying, or homophobic, sexist, SEND or racist abuse of any kind. If we discover this, we act immediately to stop it happening again. We do everything in our power to ensure that all children attend school happy and free from fear. All forms of bullying are recorded.

2.11 All members of staff are aware of the guidance about the use of reasonable force in schools. 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.'

Staff only step in to safhold children physically after de-escalation techniques have failed and as a last resort. The actions that we take are in line with government guidelines on restraining children. A record is kept of all serious incidents where safe holds are used. It is always unlawful to use force as a punishment. A copy of the 'Touch and use of physical intervention policy' is available to read from the school office.

2.12 Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory duty to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. The same procedures as are adopted on site will apply.

3. The Role of Pupils

3.1 All pupils are expected to follow the three school rules: **Ready, Respectful, Safe**.

3.2 Pupils are encouraged to reflect on their choices and to repair harm through restorative conversations.

3.3 There are times where it is appropriate for pupils to have a mobile phone in school such as pupils travelling to school on the bus who carry a phone in case of an emergency. Pupils with mobile phones will ensure they are handed to the class teacher in the morning for safe keeping. Mobile phones will remain off during the day.

4. The Role of Staff

4.1 All staff consistently model Ready, Respectful and Safe behaviour, using calm and positive language.

4.2 Staff understand the power of relationships. We treat all children with unconditional positive regard and maintain high expectations at all times.

4.3 Staff use the Behaviour Charter and Traffic Light system consistently, applying both rewards and consequences fairly.

4.4 Staff remain *un-provokable adults* – avoiding over-reaction, remaining matter-of-fact, and ensuring the child always feels the relationship with the adult remains intact.

4.5 All staff will follow the Behaviour Charter, Staff Code of Conduct, Whistle Blowers Policy and Safeguarding Policy at all times

5. The Role of the Class Teacher (in addition to section 4)

5.1 If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents; this is uploaded to CPOMS regularly. At first, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the leadership team.

5.2 When necessary, the class teacher, via the SENDCO, liaises with experts, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist or the Inclusion Support Team.

5.3 Teachers build positive relationships with parents, communicating both concerns and successes regularly.

6. The Role of the Headteacher (in addition to section 4)

6.1 It is the responsibility of the Headteacher to apply the school behaviour policy consistently throughout the school, and to report to governors on how well it is working. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everybody in school.

6.2 The Headteacher supports the staff by applying the policy, by setting behaviour expectations, and by supporting staff and pupils in delivery of the policy.

6.3 The Headteacher keeps records on CPOMS of all reported, serious incidents of misbehaviour. Serious incidents that have required reasonable force to be used must be copied to Safeguarding governor.

6.4 The Headteacher has the responsibility for issuing internal reflections or suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher shall follow DfE guidance re exclusions.

7. The Role of Parents/Carers

7.1 Parents/carers play a crucial role in supporting the school's approach. We ask families to reinforce the three rules: **Ready, Respectful, Safe**.

7.2 Parents are expected to read and support the School Charter in the Parent Handbook.

7.3 We aim for open, positive communication with parents, sharing both concerns and achievements.

7.4 If parents/carers have any concern about the way that their child has been treated, firstly, they should contact the class teacher, and if still concerned, contact the Headteacher. If the concern remains, they should follow the Complaints Policy.

8. The Role of Governors

8.1 Governors set overall expectations for behaviour and review effectiveness of the policy.

8.2 The Governing Body receives reports on behaviour, suspensions and exclusions, and ensures that policy is fair, consistent and in line with statutory guidance.

8.3 The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9. Suspensions/exclusions

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

9.2 If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, and if the total suspension period in any one school year exceeds five days, the Headteacher 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.

9.3 The Headteacher informs the governing body about any suspensions or exclusions.

9.4 The governing body itself cannot either suspend or exclude a pupil or extend the period set by the Headteacher.

9.5 The governing body has a discipline panel which is made up of three members. This panel considers any suspension and exclusion appeals on behalf of the governors.

9.6 When a discipline panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended/excluded, any representation by parents and the Local Authority and whether the pupil should be allowed back to school.

9.7 If the governors' discipline panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

10. Monitoring and Review

10.1 The Headteacher and School Council monitor the effectiveness of this policy, with findings reported to governors.

10.2 Governors monitor suspension/exclusion data and review fairness and consistency.

Appendix A

Tillingbourne's Behaviour Charter

Tillingbourne children are successful because they are:
Aspirational, Resilient, Responsible, Curious, Confident, Caring

Green Behaviour	Green Consequences
Ready - Being ready for and focused on learning - Having the correct equipment at the start of each lesson - Being on time to lessons - Being resilient - Completing homework - Using GET SET Respectful - Upholding everyone's rights including; The right to be heard The right to be me The right to learn - Showing respect to others - Celebrating diversity - Listening to others - Using good manners (e.g. holding doors open, saying please and thank you and good morning) - Playing and learning cooperatively and fairly - Displaying good sportsmanship Safe - Talking to an adult if I have a problem - Walking down stairs and through corridors - Upholding our Eco code - Caring for each other - Caring for our learning environment	- Positive feedback - Sharing work in class - Displaying good work - Gaining house points - Class rewards - Good work assembly - Star of the week - Sharing work with other adults - Informing parents - Recognition by people and organisations from outside school - Pride
Orange Behaviour	Orange Consequences
Ready - Choosing to opt out of learning including homework - Shouting out / interrupting - Distracting others and stopping their right to learn - Leaving the class without permission - Consistent lack of correct equipment Respectful - Being rude to staff (including ignoring or refusing to follow instructions and back chatting) - Disrespectful behaviour including bad manners and being unkind to others Safe - Not moving safely around school	- Move to a different place - Silent warning - Verbal warning - Loss of break time or lunchtime - Time out– children moved to work in a different class - Sent to another adult. - Reconciliation between children guided by an adult - Discuss with staff the impact that their poor behaviour has on themselves and others - Informal discussion with parents/carers - Sent to senior teachers
Red Behaviour	Red Consequences
Ready/respectful - Consistent orange behaviour Safe - Bullying - Racial or homophobic language - Threatening behaviour - Deliberately hurting another child or adult - Making others feel unsafe by throwing or deliberately damaging property - Going into areas of school which are out of bounds or attempting to leave the school site	- Sent to Deputy Headteacher / Headteacher. - Write a letter of apology - Child's parents/carers are formally involved - Child put on report - Due to unsafe behaviour child may not be allowed to participate in off-site activities - Supervised internal, external fixed term or even permanent exclusion

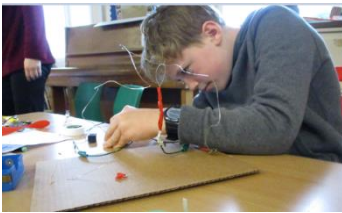
Appendix B

Tillingbourne's Class Charter

Love Learning
Find your strengths and talents
Achieve more than you thought possible

Tillingbourne children are successful because they are:
Aspirational, Resilient, Responsible, Curious, Confident, Caring

Ready



Respectful



How will we ensure we are respectful of each other's rights?

The right to be heard

The right to be me

The right to learn



Safe



Appendix C

House System

- Staff and pupils are put in four houses, led by a teacher.
- A Year 6 boy and girl in each house will be elected by the rest of their house as house captains.
- There will be a weekly house point total display in classrooms. Weekly house totals will be collected on a rota. Totals will be shared during celebration assembly.
- At the end of each half term, the house captains of the winning house will be presented with a trophy in assembly.
- On Sports' Day a cup will be awarded.

Examples of house point allocation to promote consistency:

1HP e.g.	2HP e.g.	3HP
Being polite Being helpful Good listening Participating with enthusiasm Being quick to suggest ideas Asking good questions Lining up sensibly The 'best table' (one point each) Good effort Making good choices Taking the initiative to solve difficulties	Good quality work for the child Walking away from an incident/seeking help Being a good friend Learning times tables Good homework Being consistently polite/well mannered Being a good role model	Exceptional work and/or effort Exceptional behaviour

Appendix D

Lunch Times

- Children will only play in supervised areas. Sanctions to support lunchtime supervisors include speaking to the child, time out and removal from an area of the playground. Depending on the severity of the incident, lunchtime supervisors will refer serious breaches of behaviour to either the class teacher, Head or Deputy. A serious breach is when a child deliberately hurts another child physically, swears, is very unkind to another child or is defiant to an adult. Sending children to the Head or Deputy should be kept as the ultimate sanction so that it remains a serious deterrent.
- Children need to be taught and supported in how to play. Lunchtime staff will act as good role models both initiating and supporting games.
- All children will use designated toilets (Year 3 and 4 use downstairs yr 4 toilets / yr 5 and 6 use friendship lodge and main building toilets). Children should not be 'hanging around' in any part of the building unsupervised.
- Play equipment will be provided and cared for and cleaned appropriately.
- The children will tidy up their equipment as they come in from play so that each year groups equipment can be cleaned, stored away and is ready for use at the next session. The members of staff on duty with each year group will support children to come straight into school in an orderly manner. All teachers will be in/around their classrooms to supervise entrance into the room.

Appendix E

Child on child abuse including sexualised behaviour

At Tillingbourne Junior School School we believe that all children have a right to attend school and learn in a safe environment.

All members of staff recognise that children are capable of abusing other children. Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSIE (2025), including seeking advice and support from other agencies, as appropriate.

In order to minimise the risk of child on child abuse, Tillingbourne Junior School School will:

- Implement a robust behaviour and anti-bullying policy
- Promote positive trusting relationships between staff and pupils so that all school staff are seen as trusted adults.
- Provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships including learning about consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment should not be tolerated
- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.