



Policy	Positive Behaviour Policy			
Approval Date	2023	Next Review	2025	
Review Cycle	24 months			
Scope	Whole Group	<input type="checkbox"/>	Whole School	/
	International Primary	<input type="checkbox"/>	National Primary	<input type="checkbox"/>
	International Secondary	<input type="checkbox"/>	National Secondary	<input type="checkbox"/>
Ownership	Tenby Schools, SEP		Approved by	SLT

Tenby SEP Behaviour Philosophy

Tenby Schools SEP recognises that how our community behaves and treats one another directly affects how well students learn. Good struggle can only happen when learners feel safe and happy. Achieving this is at the heart of everything we do because it is our core purpose as a school.

We are proud to be an internationally-minded and diverse campus where we treat everyone with respect and compassion irrespective of culture, gender, race, ethnicity, language or religion. We collaborate effectively as a team to model these positive behaviours and provide all with examples of a caring and supportive community.

Our positive behaviour philosophy is inclusive and applies equally to all members of the Tenby Schools, Setia Eco Park community including students, staff members, parents and members of student families, and visitors to Tenby. Each school on campus is individual and unique and therefore will have its own positive behaviour policy tailored to the needs of its community but based on the principles of our philosophy

Our Principles:

- *We aim to encourage a safe, happy and purposeful learning atmosphere within our schools.*
- *We celebrate and value our amazing learning achievements at all levels.*
- *We aim to positively encourage good behaviour, self-discipline, self-reflection and a respect for others.*
- *We know anyone can make poor choices and we will help each young person to self-reflect and accept ownership of their own behaviour.*
- *We give our young people the knowledge, skills and understanding to recognise the consequences of their actions, how to make things right with others and how to move forward positively.*
- *We believe our whole community has a responsibility to play an active role in the promotion of positive behaviour.*
- *We will support all involved in instances of negative behaviour including those who display the behaviour and those who are the target of/witness to the behaviour.*
- *Our students will be aware that poor behaviour will lead to clear consequences in proportion to the incident concerned.*
- *We aim to prevent bullying in all its forms and deal with bullying quickly and effectively where it does occur.*
- *We will empower our whole community with appropriate strategies to promote positive behaviour, develop resilience and give them clear routes to be brave in communicating any issues, problems or concerns.*
- *We will take prompt and decisive action to safeguard our students and the whole school community in line with our positive behaviour policy.*
- *We will provide a clear framework of rules and sanctions for all students.*
- *We will offer those who have shown poor behaviour a route to reconciliation and restoration based on our community values of respect, empathy and compassion.*
- *We will make the boundaries of acceptable behaviour clearly understood and be seen as reasonable, sensitive and consistently applied throughout the school.*

Tenby SEP International Primary Positive Behaviour Policy

Introduction

We aim to encourage a safe, happy and purposeful learning atmosphere within our schools.

At Tenby Schools SEP, we believe that all teachers have the right to teach, and all students have the right to learn in an environment where they feel safe and happy so that they can engage in 'Good Struggle' and achieve amazing learning. This is whether we are in our physical classrooms or participating in lessons from home. How we conduct ourselves in the online environment is just as important as in the physical world and this behaviour policy applies equally to both.

This behaviour policy takes into account all ISP policies and guidance as well as the following Tenby SEP whole school documents:

- Behaviour Philosophy
- Anti-bullying Policy
- ICT & internet Policy
- The Tenby 10
- Learning Policy
- Online Code of Conduct

Pupils in International Primary range from 3 to 11 years old. Whilst the general principles of this policy hold true across the school, specific examples of rewards, sanctions etc. are always adapted to the needs and age of the children concerned.

School Practice

To promote positive behaviour, children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure and trusting relationships which promote positive behaviour through the consistent application of:

- High Expectations
- Consistent routines and rules
- Promoting and recognising positive behaviour
- Clear, consistent and detailed responses to behaviour

Expectations

We will make the boundaries of acceptable behaviour clearly understood and be seen as reasonable, sensitive and consistently applied throughout the school.

We expect all our pupils to adhere to all relevant Tenby SEP policies and guidance at all times.

In addition, we expect our learners to meet the following expectations:

1. We will be on time to our lessons;
2. We will be prepared to learn including having the correct equipment/resources;
3. We will engage with the lesson at all times including having our camera on;
4. We will respect other learners, the learning resources and the learning environment;
5. We will follow the school uniform code when in school and dress appropriately for lessons when at home;
6. We will at all times act to keep ourselves and others safe, including staying safe online;
7. We will use appropriate and respectful language/ physical contact with everyone;
8. We will be compassionate to others and ourselves, letting an adult know if we or someone we know are struggling or not safe;
9. We will be internationally-minded, treating others with equal respect regardless of our differences;
10. Where we make a mistake, we will own it, self-reflect, accept the consequences and engage positively to make things right for ourselves and others.

Rules and Routines

We will provide a clear framework of rules and sanctions for all students.

Around our school, we apply clear and simple rules which keep us all safe and respect all learners:

- *We listen to and follow instructions from adults respectfully.*
- *We show respect when speaking to others – using kind language, including using their name and saying 'please' and 'thank you'.*
- *We line up sensibly and walk in a quiet and safe manner (on the left).*
- *We care for our physical learning environment.*
- *We are aware of the learning of others when moving around school & do so quietly and calmly.*
- *We only use respectful and kind physical contact with others.*
- *We greet class visitors politely.*

In addition, we have class rules which are agreed by each teacher with their class at the beginning of each academic year. They are displayed in class and consistently reinforced and celebrated.

School rules are positively phrased and expressed clearly and simply.

We teach our rules through the routines that we put in place. In this way, children develop self-discipline and become independent learners.

Rules and routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school.

Children are encouraged to remember our rules and routines through praise and reminders.

All staff are responsible at all times for reinforcing school rules and routines with all pupils. All staff are also able to reward pupils for good behaviour including through our House Points system.

Recognising Positive Behaviour

We celebrate and value our amazing learning achievements and successes at all levels.

We aim to positively encourage positive behaviour, self-discipline, self-reflection and a respect for others by praising and rewarding learners.

Recognition for positive behaviour can be in the form of informal encouragement or a more formal incentive or reward. The following list is not exhaustive, nor is it set out in any order of priority:

Encouragement for positive behaviour – verbal praise, written comment on pupil's work, picking out specific points or ideas for positive comment, classroom points (e.g. Class Dojos), praised by year group leader, deputy head or head of school for 'excellence award' or for praise.

Incentives – rewarding a child for a specific achievement or recognizing their role as a model for good behaviour in a more public or specific way e.g. certificates at assembly, house points, Tenby smile award, Learning Behaviours 'success' award, prizes, stickers, selection for a particular event or activity.

Our House system is used to encourage and celebrate engagement and effort. House points accumulate towards individual certificate achievements and overall House totals. Students receive a certificate to recognize their amazing achievement in attaining each level. House totals are shared with students at the end of each term, with an overall House winner at the end of Term 3.

General guidance on house point allocation is 1 house point for positive behaviour or an instance of amazing learning; 2 house points where this is above and beyond the usual. For competitions, a range from 1-5 house points would usually be awarded. However, there is always room for teacher discretion.

'Star of the Week' certificates are awarded at our regular Early Years, KS1 and KS2 celebration assemblies with class teachers and specialist teachers selecting pupils demonstrating our Tenby 10 attributes and Learning Behaviours. HT award for Learning Behaviours on Seesaw. 'All Star' certificates are awarded at the end of each term for the same reasons. At the end of each term, Campus Principal letters are awarded based on teacher recommendation.

Our school prefects are given specific responsibility for modelling and encouraging positive behaviour for all pupils.

Our termly pupil reports include a category on 'Attitude to Learning' which recognizes positive learning behaviour and highlights poor behaviour. Where a pupil is at 4 or 5 on the scale, this will already have been communicated to the family so we can work together to address this.

ATL: 'Attitude to Learning' Level Descriptors	
1 - Outstanding	The student shows a fantastic attitude to learning. They co-operate and communicate ably in a group. They show real resilience and always want to get better, being self-reflective as well as accepting feedback. They show respect at all times to teachers and their peers and are a positive role model.
2 - Good	The student shows a good attitude to learning. They are good at co-operating in group work and are able to communicate their ideas well. They show resilience when faced with a challenge. They want to get better and respond to feedback positively. They always show respect to teachers and their peers.
3 - Satisfactory	The student usually shows a satisfactory attitude to learning. They co-operate and communicate in groups, sometimes with guidance. They try to show resilience when faced with a challenge. They want to get better and with support can respond well to feedback. They usually show respect to teachers and their peers.
4 - Cause for Concern	The student can show the correct attitude to learning but does not always do so. They do not always co-operate and communicate in group work, sometimes showing negative behaviour. They need to develop more resilience and a desire to get better. They do not always show respect to teachers and their peers. Home and school will already have been in contact to discuss concerns and how to work together.
5 - Urgent improvement	The student is not showing the correct attitude to their learning and this is having a severe impact on their ability to make progress. Home and school will already have been in contact to discuss concerns and how to work together.

Sanctions

Our students will be aware that poor behaviour will lead to clear consequences in proportion to the incident concerned.

In our school, children are encouraged in good behaviour through positive recognition and rewards. Even in a well-ordered and positive environment though, sanctions are necessary from time to time to deal with episodes of poor behaviour and to encourage children to return to good behaviour. Sanctions are applied in line with the following principles:

- Sanctions are always applied consistently, fairly and firmly.
- Clear guidance on responding to behaviour issues will be followed by all staff.
- There will be a rapid response to incidents of bullying and racial harassment.
- There will be a readiness to tackle persistent behaviour problems.
- It will be made clear that it is the behaviour that is unacceptable not the pupil.
- Along with application of the sanction, the child will be helped to find a way to make reparation and restore relationships if needed.

The class teacher will generally deal with minor instances of low level learning disruptions or negative behaviour and apply an appropriate sanction e.g.

1. Restate positive behaviour you would like to see, wait for positive action and acknowledge this.
2. State this is the 2nd time asking for [restate positive behaviour] & give warning;
3. Response to their behaviour is: sitting away from peers; time out of class; loss of a privilege or playtime/lunchtime detention/minutes (5 minutes).

We will keep parents informed of such instances where we feel appropriate e.g. where a pattern of behaviour is developing or the nature or level of the incident is such that we feel parents should be notified. For more persistent behaviour problems we will always work with the family and use a range of strategies consistently over time to tackle these e.g. behaviour diary or card/ chart system.

At times, school may feel a student has behaved in such a way that they need to spend some reflection time away from their peers. This could be at lunchtime, breaktime or during lesson time. They will engage with learning activities and also be supported to reflect on the behaviour that has resulted in them being placed in this situation and consider how they will change their future behaviour. They may be required to write an apology letter to the student/teacher affected by their actions and through this process demonstrate they understand the impact of their actions and how they would change this behaviour.

Student physically hurting another:

1. Teacher/ LA to speak to all children involved and complete yellow form with all details.
2. Teacher to restate rule of "we only use kind physical contact with others"
3. Inform and discuss incident with YL
4. Teacher to phone parents of all children involved and state
 - a. brief summary of incident
 - b. restate school rule
 - c. school response to behaviour
5. Response to behaviour is loss of playtime/ lunchtime (1-2 days)

In very rare instances, the following sanctions may be used in response to breaches of our behaviour policy:

- Withdrawal from participation in practical work for a set period of time as appropriate to safeguard the health, safety and general welfare of the majority of pupils.
- Withdrawal from participation in school trips, events, clubs or CCAs that are not an essential part of the curriculum for a set period of time.
- Withdrawal from a particular lesson or lessons and provision of self-study/home-study materials (this may be online or in school) for a set period of time.
- On rare occasions, it may be considered necessary or desirable to transfer a pupil from one class to another. Prior to such serious action being taken, the Head of School would fully discuss the matter with the pupil's parents/carers.

Temporary Suspension and Exclusion:

- Where a student's behaviour is deemed to be more serious it may be appropriate to temporarily exclude a student for between 1 and 5 school days. In such cases of exclusion, the Campus Principal and Head of School will meet to agree the outcome. All temporary exclusions are reported to the ISP regional team at the end of each month.

Permanent Exclusion:

- On occasions where a student's behaviour exceeds the school's limits of acceptable behaviour and it is deemed appropriate for the student to continue their education elsewhere, the Campus Principal will seek guidance and agreement from the ISP Regional Managing Director and ISP legal team.

Where a pupil has a disability or special educational need which may be an underlying cause of continuous problematic behaviour, the Headteacher and SENDCO may draw upon the advice and support of relevant agencies. This does not mean that a child with a disability/special educational need should never be disciplined but that extra attention should be paid to taking their needs into consideration.

Other Areas relevant to this Policy

Bullying

We aim to prevent bullying in all its forms and deal with bullying quickly and effectively where it does occur.

Bullying is behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- usually involves an imbalance of power between the perpetrator and the victim
- often aimed at certain groups, for example because of race or religion.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - via mobile phone, online, through technology or social media

We are very clear in our school that all forms of bullying are completely unacceptable and we believe that our values and our ethos are fundamental in preventing bullying. Ways in which we work to prevent bullying include but are not limited to: enforcing our Tenby SEP Anti-bullying policy; our school and class rules; our school curriculum; our staff training; our ICT & Internet policy; support from our campus counsellor; focused days/weeks such as our 'Anti-bullying Week'; support from our school prefects.

We are a 'telling' school – that is, children know that the very first step if someone is making them feel sad or upset or if someone they know is being made to feel sad or upset is to **tell someone**. There is a range of people who they can tell, including:

- The headteacher (who is also school designated safeguarding lead)
- The deputy headteachers
- Our year-group leaders
- Any class teacher
- The school's SENDCO
- Any support member of staff
- Any other member of school staff
- An adult family member
- Our campus counsellor
- A school prefect

Where bullying does occur, we will deal with it quickly and firmly. Sanctions will be used in accordance with the school's behaviour policy.

In line with the principles of this behaviour policy, we will also seek to make the person carrying out the bullying aware of the impact of their behaviour and to restore relationships between the bully and the person being bullied if possible. However, we are clear that our first duty is to support the child being bullied.

We will take prompt and decisive action to safeguard our students and the whole school community in line with our positive behaviour policy.

If we have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, we will address this as safeguarding/child protection concern. Even if we do not consider safeguarding an issue, we may draw upon a range of internal and external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying (for example, our in-school counselling service).

Dealing with racism or suspected racism

Any form of racism from a student is unacceptable and will be challenged. Any teacher who observes or receives a report of any incident involving racism will immediately report the incident to the Designated Safeguarding Lead or Head of School. Should the allegation prove to be justified then the incident will be dealt with firmly through school disciplinary procedures.

Dealing with Social Media Incidents

Social media incidents are consequenced by Tenby if they take place:

- on school premises
- on school learning platforms (e.g. MS Teams)
- whilst on a school trip or visit
- whilst students involved are representing the school
- whilst students involved are being transported to or from the school

Social media incidents taking place outside of school are addressed as below:

- Parents and/or carers are advised about agencies they can report an incident to
- Mediation between students will be offered if appropriate
- Students will be educated about the risks associated with their use of social media
- Students will be advised on how to prevent the issue from becoming a school matter

Uniform Policy

Students are expected to follow the uniform policy at all times (see guidance in parent handbook.)

Lateness to school

Students are expected to be on time for school and should arrive by 7.30am to be ready to register at 7.40am. Arriving after 7.40am is deemed to be late. Students with repeated lateness to school will be placed on late report and parents will be contacted. A detention may be issued to students with persistent lateness to school.

When a student arrives later than 7.50am they must first register at the School Office and collect a late sticker. They must then show the sticker to their class teacher to indicate that they have registered.

Attendance

At Tenby SEP a student's attendance is rated as below:

Excellent	Good	Satisfactory	Poor
100%	95% and above	90%-94%	89% or below

The school employs a range of strategies to encourage good and excellent attendance, including but not limited to:

- Class and individual attendance rewards;
- Rewards for 100% attendance.

Parents of students whose attendance falls into the poor category will be contacted by the Deputy Head with phase responsibility and a plan put in place to improve attendance. The school does not sanction children who have poor attendance or punctuality; however, we have a duty to ensure they are receiving their full educational entitlement. Therefore if a child has missed significant amounts of learning time or has poor punctuality affecting their attainment and progress, we may help them catch up with their peers by giving them the opportunity to complete their work at those times which are reasonably available to us e.g. during non-curriculum time.

Mobile Phones, Smartwatches and other Electronic Devices

Year 5 and year 6 pupils are allowed to bring mobile phones into school for use during an appropriate learning activity under the direction of their teacher. The use of mobile phones and other electronic devices is prohibited in school at all other times, including break and lunchtimes, and they must be locked away safely. Smartwatches must have alerts/notifications turned off during the school day at all times.