



Positive Behaviour Expectations

Tynsel Parkes CE Primary Academy is a welcoming community, committed to providing a nurturing and safe environment where every child is valued and loved. We aim to foster a love of learning that is supported by the teachings of the Bible: "Dear friends, let us love one another, all love comes from God." - 1 John 4:7. We work together, encouraging all to be compassionate, confident, and responsible individuals who positively contribute to their communities and the world around us. We are dedicated to creating a learning environment that reflects the love of God, where every child can grow and learn with happiness, encouraging all to treat one another with kindness and respect. This is reflected through our living motto practised throughout the Academy 'Loving & Learning Together'.

Through using a relational and restorative practice at Tynsel Parkes, the primary goal will be to improve the effectiveness, efficiency and equity of the school by improving social, emotional and academic outcomes for all students. This will help to create a safe, calm, nurturing environment where everyone is listened to, respected and valued.

Through using the restorative practice approach the aim is for all to:

- respect each other.
- observe, value and follow high standards of behaviour, underpinned by the Academy's core Christian Values
- move around the academy safely and respectfully.
- be considerate of the needs of others.
- develop responsibility for and management of their own behaviour.
- show an understanding of how to fix their problems, using a restorative approach to create a peaceful learning environment.

Rewards

- It is our firm belief that children respond to praise and encouragement and want to please their parents/carers/teachers. Praise creates a positive self-image in a child, not only helping them to feel good about themselves, but also empowering them with self-belief and confidence and encouraging them to treat others in a similar fashion.
- We base our approach to behaviour management upon a range of positive rewards, which are given regularly.

General Classroom Awards for Behaviour

- Regular verbal praise
- Stickers, certificates and written praise
- Principal stickers and certificates
- Star of the Week certificate
- Value certificates
- Kindness awards in classroom

Celebration Awards

Children receive 'Star of the week' or a 'Values Certificate' for a piece of work or for demonstrating a behaviour which is of a high standard or shows significant improvement. This is awarded in front of the school during our weekly Celebration Worship. It is ensured that all children get at least one or more opportunities to shine in this way over the year.

Children's achievement outside of school are celebrated too, in this worship to boost self-esteem and emphasise that valuable talents and abilities can be developed in all sorts of ways.

Behaviour Support and Development

At Tynsel Parkes it is our priority to help and support children in learning to manage their behaviour appropriately to the benefit of themselves, their community and beyond. We build opportunities into the curriculum to teach children about feelings, values, rules, responsibility and how to care for themselves and others. This is often through subjects such as PSHE (Personal, Social, Health and Emotional Studies) and RE, through collective worship and Circle Time sessions.

In Circle Time, children are encouraged to develop class relationships, consider real life, relevant problems and discuss appropriate strategies of solving them in an age-appropriate manner. Where there are specific needs within a class, teachers use specific learning materials with individuals, groups or the whole class to develop desired understanding and behaviours and regulation.

Consequences

We expect all children to follow instructions to keep everyone safe, secure and happy within the academy. When children choose not to follow the academy rules then a system of consequences is applied. The consequences are given by the adult who has spoken to the child about their behaviour.

Through using a restorative approach, behaviours are discussed/communicated with the children, dialog takes place around how to manage our feelings differently in the future and what consequences now need to take place due to the child's behaviour.

Careful consideration is given to those children on the SEND register as there may be specific difficulties causing concerns such as language and processing issues or Specific Learning Difficulties (Dyslexia, Dyspraxia, Autism etc.).

To ensure consistency of response to behaviour at Tynsel Parkes, all staff adhere to the guidelines for behaviour management - Appendix 1.

Updated: September 2024

Appendix 1: **Management of Behaviours**

Class Teacher /TA/Another Member of Staff

General Unwanted behaviours are addressed by all adults – breaking rules, disrespectful, unkind, interrupting the class lessons and disrupting each other while working.



Initial action from an Adult

Children are spoken to quietly about their behaviour. Discuss with the child why this behaviour is being displayed and what can be changed?

If the behaviour continues, children are spoken to again by adult. A consequence is given if required.

If behaviours continue or is more significant in nature (physical/ verbal aggression, bullying). Refer to:

Vice Principal

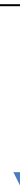
3 Vice Principal

1. Discuss event/s in detail and log.
2. Restorative approach and communication take place.
3. Parents are informed by the class teacher of behaviour.

4 Appropriate Consequences given by VP

Reflection Time/ Time Out in classroom /playground. Loss of free time / privileges

Any missed time is to be supervised by a teacher / teacher on duty (dinner time).



If unwanted behaviours continue to the same extent refer to Principal

Appendix 2 - School Behaviour Expectations:

Around school	Dining Room	Playground	Learning Spaces
<ol style="list-style-type: none"> 1. Always walk respectfully around the building. 2. Be mindful of others, staying in your own personal space. 3. Keep all areas tidy. 4. Hold doors open for others and use good manners. 	<ol style="list-style-type: none"> 1. Stay sitting down whilst you are eating. 2. Clear away everything correctly. 3. Use your cutlery appropriately. 4. Use your manners at all times. 5. Use in-door voices 	<ol style="list-style-type: none"> 1. Keep safe by being seen. 2. If you are worried about someone, tell an adult. 3. Use all the equipment correctly. 4. Be a good friend to others. 5. Kind hands, kind words. 6. Listen to others and take turns. 	<ol style="list-style-type: none"> 1. Make sure an adult knows where you are all the time. 2. Stay in your personal space. 3. Make sure our learning space stays tidy. 4. Be ready to learn. 5. Treat everyone respectfully. 6. Work collaboratively when you are learning.