



POLICY FOR BEHAVIOUR MANAGEMENT v1.9

INTRODUCTION

Town Close School encourages pupils to adopt the highest standards of behaviour. We promote trust and mutual respect for everyone. We believe that good relationships, good manners and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.

At Town Close, all members of our community are expected to follow, **The Town Close Way**, which was developed in partnership with pupils.

Our aim at Town Close is that **everyone**:

- C**ares for our school and wider community
- A**cts positively, honestly and with ambition
- R**espects themselves and others
- E**njoys and celebrates learning
- S**upports others to be their best

A positive behaviour policy is adopted throughout the School, rewarding and reinforcing the behaviour we wish to encourage. We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities. Teaching staff reward appropriate behaviour with praise and/or by rewarding them with a sticker, token or commendation. School rules are kept to a minimum and are designed for the safety and well-being of the children.

Town Close School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest standards of behaviour, both in and out of School.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

We expect pupils to:

- be ready to learn
- participate in school activities
- attend school and lessons punctually
- care for the buildings, equipment and furniture.
- respect our school community

A consistent whole-school behaviour policy is adopted, with the recognition that this may vary due to the age and developmental stages of our pupils.

In the Prep department, pupils are guided by two documents in addition to the Town Close Way. These documents are 'Classroom Expectations' (Appendix iv) and 'Our expectations of you in School' (Appendix v).

INVOLVEMENT OF PUPILS

We pride ourselves on gathering pupil voice and do this through a variety of ways, including via the School Council. Year 8 pupils undertake duties and help monitor behaviour, which promotes the independence and responsibilities of our older pupils. Some pupils may be offered the opportunity to become a prefect in Year 8, to acknowledge their ability to consistently follow the Town Close Way.

At Town Close School we ask children to try their best, in terms of attitude and effort in all aspects of school life. We recognise and celebrate positive behaviour and good role models.

INVOLVEMENT OF PARENTS AND CARERS

Parents and carers who accept a place for their child at Town Close School agree to uphold the School's policies and regulations.

Communication with parents is an integral part of each child's education; every effort is made to foster positive partnerships between home and school. In the first instance, parents are asked to share any concerns about their child to the class teachers (Nursery – Year 4) and tutors (Year 5 to Year 8).

More serious concerns can be raised with the Pre Prep Head (for Pre Prep pupils) Pastoral Leads or the Deputy Head (Pastoral) for Prep pupils. Direct referrals to the Head should be reserved for only very serious cases.

COMPLAINTS

We aim to deal with any queries or concerns as quickly and effectively as possible. In the event of a complaint, we have a complaints procedure which can be viewed on our website or can be sent out on request.

REWARDS AND SANCTIONS

Throughout the School, behaviour management starts with the Town Close Way. Staff members are expected to be good role-models to pupils and to highlight good examples demonstrated by children in their care. The principles underpinning behaviour management apply throughout the School, though rewards and sanctions are always applied in a manner that is age and stage appropriate. Our procedures are regularly reviewed and updated by teachers and communicated with all staff.

Nursery

For our youngest children, much time is spent in teaching the children the core skills needed in order to be able to follow our School Code effectively as they move through the school. This is a crucial time in their development and our staff are committed to helping children learn to share, to use good manners and to take turns. They are rewarded with lots of praise but also spoken to about any behaviour which may cause upset to other children. Beginning to develop a sense of empathy is something we work on regularly; it is a powerful tool and an important part of learning to live alongside one another.

Our Nursery children (Little Acorns) also have their own simple set of rules:

- When we have finished with something, we put it away
- Indoors, we walk and we use quiet voices
- We are gentle

Reception to Year 2

We reward good behaviour and positive attitudes to learning in a variety of ways. Whilst teachers naturally have variations in style, we aim to ensure consistency in our approach to positive discipline and behaviour management. Every child from Reception to Year 2 is allocated a Bird Family. The four Bird Families are the Avocets, the Barn Owls, the Peregrines and the Kingfishers. The Bird Families meet once a week and have a planned programme for personal, social and emotional development activities, including the teaching of Fundamental British Values. The children are rewarded for showing their knowledge and understanding of the Town Close way through their actions; therefore kind acts, consideration for others and good manners are some of the ways in which children will be rewarded with a bird tokens by adults across the Pre Prep, throughout the week. These are collected for a celebration assembly on Friday mornings, when the token totals are revealed. Having high expectations of the children in terms of their behaviour is an important part of this. Topics of an emotive nature are explored in assemblies, circle times and Bird Family meetings, in order to help children understand how to behave or manage themselves in certain situations, as well as to understand the impact of their actions

on others. Children also begin to learn that there are consequences to their actions/behaviour and that they can begin to think and choose their reactions.

'Top Birds' (similar to House Captains) from Year 2 are democratically elected by their peers in Reception to Year 2 at the beginning of each half term, following hustings in which children explain why they would make a good Top Bird. The Top Birds work to complete a selection of tasks, over the course of the half term, from reading to Reception children to setting our playground equipment to helping with an assembly. At the end of the half term, the Top Birds bring their completed cards to a Top Bird tea, with Mrs Harries (Head of Pre Prep) in which they are congratulated, presented with a certificate and a badge of their bird family to wear on their blazer. In very rare circumstances, a Top Bird may not fill the expectations, in which they then may be asked to stand down and try again another term.

Year 3 to Year 8

We reward good behaviour and positive attitudes to learning in a variety of ways. The main reward system in place in the Prep department is through a house point system. Pupils acquire stickers or stamps in their student planner for their positive contributions to all areas of the school. This could be academic, contributions to school community, positive behaviour or co-curricular. An outstanding contribution may result in a pupil being awarded a Headmaster's Commendation (which comes with a gold sticker) and their name is recorded in the Headmasters' Commendation Book.

Weekly house point totals are recorded on iSAMS by class teachers in Years 3 and 4 and by tutors in Years 5 to 8. Different badges are awarded for house points and pupils wear these badges on their blazers in recognition of their successes. All house points are collated by the Deputy Head Co-curricular and the highest scorers in each year group are announced in assembly. Pupils are divided into four Houses, Barton, Filby, Ranworth and Upton. Each week the winning House is announced and awarded a certificate in assembly. The totals combine for a termly and annual competition.

SANCTIONS

In cases where children do not follow the Town Close Way, we have a clear, straightforward process to follow. This system is communicated to the children through assemblies, Bird Family or House meetings and in class/tutor groups.

Most behavioural concerns can be dealt with informally by staff speaking to children about expected behaviour and guiding them appropriately both in and out of the classroom.

In cases where unacceptable behaviour is either persistent or more serious, there is a formal process for all children in order to help them to appreciate the consequences of their actions and protect other children from disruption to their learning or play. At this point, discussions will be had with parents, so that parents and teachers work as a partnership to support the children in resolving behaviour issues.

Where pupils are persistently not following the Town Close Way, despite guidance and warnings from staff, they may be temporarily excluded from the activity/lesson/break in which they are participating. If no further action is required, a record of this behaviour is added to CPOMS.

In rare occurrence that this behaviour continues, pupils may be given a further sanction. This may include:

- An opportunity for reflection, to repair and restore
- An after school detention
- An (fixed term) internal suspension
- An (fixed term) external suspension
- A permanent exclusion

All records are kept of such sanctions.

Senior members of staff monitor and review behaviour records in order to look for patterns and to provide appropriate support for pupils struggling to follow the Town Close Way. In cases of persistent or serious wrong-doing, further action may be necessary as laid out in the **Pupils' Disciplinary Code**.

If a pattern of unacceptable behaviour suggests bullying of any pupil(s) by other pupil(s) this is highlighted in the record and monitored separately as set out in the School's **Anti-bullying Policy**.

Use of Physical Intervention

Occasionally a child's behaviour may become so disruptive or dangerous that a member of staff will need to use physical intervention to avoid further serious disruption or avert an immediate danger to him/herself, property, another member of staff or another child. A written record will be kept of any such intervention as part of the record of the incident on CPOMS. In such circumstances, parents/carers will be informed on the same day or as soon as is reasonably possible. Staff are regularly trained in how to intervene safely in such circumstances.

In no circumstances are staff allowed to threaten or use corporal punishment or threaten or use any punishment which could adversely affect a child's well-being.

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Next Review January 2026*

PREP DEPARTMENT EXPECTATIONS

- Play areas are the Dearnaley Playground, the Newmarket Road Playground, the Front Lawn, the grass area next to the Sports Hall and the woodland area.
- Pupils are not allowed outside the playground area towards the front drive without direct staff permission.
- Pupils may only leave the School premises during school hours with permission, and after signing out in the front office.
- The swimming pool, sports hall, Read Hall, DT room and science lab are all out of bounds to all pupils, unless a teacher is present.
- No pupil is allowed in the music room or art room without permission.
- All pupils should show respect for the school environment, especially trees and flower beds.
- Soft ball games such as 4square and Teq ball are allowed in the middle Playground.
- Football can be played on the Newmarket Road playground.
- Pupils must be outside during break times.
- Pupils must ask for permission if they want to complete extra work during break times
- No articles may be bought, sold or exchanged at school without direct staff supervision.
- The throwing of stones, sticks or any other missiles is strictly forbidden. Knives, chewing gum and electronic equipment must not be brought to school.
- Pupils should not bring any food, drink or sweets to school.
- All Pupils must wear trainers during break times and should suitable layers available for poor weather
- Any mobile phones brought into school, must be left at the front office during school hours.

ANTI-BULLYING POLICY

Policy Statement

Town Close enjoys a happy and friendly atmosphere, however, there will be occasions when children are unhappy as a result of the behaviour of others. It is the School's policy that behaviour which causes distress to another person, whether intentional or thoughtless, is unacceptable and, if repeated, may be regarded as bullying and will be treated as such.

Whilst learning to understand and manage conflict is an important part of growing up, bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.

To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that we have a shared definition of bullying (see below) which is understood by the whole school community, including parents, pupils and all staff.

The seriousness of bullying must not be underestimated because it can lead to psychological damage and even potentially self harm and/or suicide.

We aim:

- To encourage all pupils to respect one another.
- To ensure that all targets of bullying are aware of the support available to them, i.e. class teacher/tutor, external providers
- To provide guidance and support for the pupil exhibiting bullying behaviour as we seek to modify their behaviour.
- To provide support to all those who may have been affected by bullying: target, bystanders, parents, pupil's exhibiting bullying behaviours, wider school community.
- To outline a variety of courses of action so that the School's response is appropriate to each separate incident, e.g. no blame policy.
- To structure the procedure in such a way that everyone knows what to do when an incident occurs.
- To ensure that everyone knows bullying is unacceptable at Town Close.
- To raise staff awareness so that the risk of bullying can be reduced.
- To raise children's awareness through the PSHE programme, 'The Town Close Way', assemblies etc.

What is bullying?

Definitions

There is no legal definition of bullying, however, The Anti-Bullying Alliance (ABA) have an agreed and shared definition, which has been used for over 30 years:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying is the repeated wilful, conscious desire to harm, threaten or frighten someone - it can be physical or verbal. Any pushing, kicking, threatening, teasing or name-calling which happens repeatedly to make a child feel hurt, frightened and/or lonely is bullying. Racial or overtly sexual remarks may well be bullying as are comments about a disability or gender. One off incidents will be responded to via our Behaviour Policy. In recent years cyber bullying has become prevalent via social media websites, text messages or photographs on mobile phones and email. Given the differing nature of cyber bullying, one off incidents will be treated as potential bullying.

Throughout this policy, terminology when referring to bullying situations will be used as follows:

- **Target** – often referred to as the ‘victim’. ‘Victim’ terminology can imply that the person given this label has no power and is helpless to change what has happened to them.

At Town Close, we actively encourage children to be assertive and to speak out clearly, if they are uncomfortable with a behaviour exhibited towards them.

- **Pupil exhibiting bullying behaviours** – often referred to as the ‘bully’. ‘Bully’ implies that the child’s behaviour is fixed and therefore unlikely to change. Recognising that the child is exhibiting certain behaviours, helps to support them to change such behaviours to more positive and respectful ones.
- **Bystanders** – anyone who witnessed the event, but whom, for whatever reason, felt unable to intervene.

What does bullying behaviour look like?

At Town Close School, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.

- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

General Statement

Cases of bullying come to light in numerous ways but, in all instances, children and/or parents are encouraged to report the matter to a member of staff. As far as possible, such a report will be treated as confidential.

What should I do?

On becoming aware of a potential bullying incident, a member of staff should:

- Intervene immediately to ensure the protection of the target, pupil displaying bullying behaviours and bystanders.
- Report and record bullying incidents to the Deputy Head Pastoral for Prep Department pupils and the Pre Prep Head/Deputy Head for Pre Prep Department pupils. These records will be held on the schools bullying log.

It is very difficult to lay down appropriate sanctions because every case of bullying is different. Sanctions can range from a simple apology through to the Pupils’ Disciplinary code being applied with expulsion in extreme cases. On occasion, a ‘no blame’ policy may be appropriate, especially at the first sign of a problem.

If disciplinary action is required, this may be administered by senior staff while, in extreme cases, the pupils and their parents will see the Headmaster, who will then decide on appropriate action. In all cases, a record should be made of the incident on the School’s bullying log to enable patterns to be identified. The Deputy Head (Pastoral) will keep oversight of this log of all reported incidents.

Help, Support and Counselling

All affected parties of bullying will be given support, including:

- Targets of bullying
- The pupil(s) exhibiting bullying behaviours
- Bystanders
- Parents of affected pupils (in points 1, 2, and 3)
- Any other affected member of the school community

Targets of bullying are supported in some or all of the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher/tutor or another adult of their choice, and bring a friend for support
- By informing their parents / guardians
- By offering continuing support

Pupils exhibiting bullying behaviours are helped in some or all of the following ways:

- By talking about what happened to discover why they became involved
- By informing their parents/guardians
- By endeavouring to dispel their prejudices as far as possible
- By taking one or more of the disciplinary steps described below to prevent further bullying

Disciplinary Steps (see School Behaviour Policy and Pupils' Disciplinary Code)

- They will be warned officially to stop offending and this will be recorded on the schools bullying log
- Their parents will be informed, by phone if possible
- They will be given an appropriate sanction such as lunchtime detention or internal exclusion
- For a serious incidence or repeated offences, they may be suspended for a fixed period or expelled from school, this is at the discretion of the Head teacher

Advice given to children who think they are being bullied

1. Generally it is best to tell someone straight away. It is right to raise your concerns.
2. Teachers will take you seriously and will deal with the bullies.
3. Try not to show that you are upset. This is hard, but a bully thrives on someone's fear.
4. Be proud of who you are. It is good to be individual. No-one deserves to be bullied; bullying is wrong.
5. Tell yourself that you do not deserve to be bullied and that it is **wrong**.
6. Fighting back may make things worse. If you want to fight back, talk to a teacher or parent/guardian instead.

Advice given to children who think another child is being bullied

1. **TAKE ACTION!**
2. Waiting and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

3. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.

Further information and support can be found on the Anti-Bullying Alliance website:
[Anti-Bullying Alliance](#)

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PUPILS’ DISCIPLINARY CODE

Every effort is made to reward positive behaviour. However, from time to time, action has to be taken in cases of unacceptable behaviour, which is defined as anything which is in opposition to the Town Close Way.

The following measures may be used by teaching staff in response to poor behaviour choices.

- 1. Informal action and/or sanction by staff:** Staff may give verbal warnings to remind pupils of the Town Close Way and encourage them to make good behaviour choices.

In cases of persistent or serious unacceptable behaviour, they may be excluded from an activity/lesson/break. A digital record is made on CPOMS.

- 2. Formal sanction:** Where poor behaviour persists, pupils may be asked to attend a lunchtime reflection, to discuss and restore. In some cases, an after school detention may be required. This is at the discretion of the Deputy Head (Pastoral). Any formal sanction is recorded on CPOMS.
- 3. Parent Consultation:** When a formal sanction is implemented, parents are informed. This monitoring of patterns of behaviour aims to help children successfully to address any issues that may be adversely affecting their or others’ well-being or progress. In cases where records indicate persistent poor behaviour or where there has been serious wrong-doing, parents may be called in. Records are kept of the discussion and any further review meetings held.
- 4. Suspension/Required Removal/Internal Exclusion/Expulsion:** In rare cases, The Head may suspend (internally or externally) or, in very serious or persistent cases, expel a pupil from the School if it is considered that behaviour, including behaviour outside school, is seriously unsatisfactory.



IN LESSONS

- Arrive on time, ready to learn and enter the classroom focused and attentive
- Move between lessons purposefully and efficiently, avoiding distractions and respecting the school and the community
- Be properly prepared for the lesson by having all correct equipment, kit and work prepared ahead of the lesson
- Ensure you give your best and that your actions do not impact the learning of others
- Make every effort to complete the work set to the very best standard
- Ask for help and support when needed, learning is cooperative
- Listen and value the thoughts and opinions of others
- Work in the manner instructed by your teachers, do not cause distractions

AROUND SCHOOL

- Do as asked when asked by any member of staff without questioning or answering back
- Address staff with correct titles and names such as Sir or Mrs...
- Do not interrupt others when in conversation, wait for the appropriate time to talk
- Speak to others in the manner you would wish to be spoken to
- Move around School with purpose but safely by holding doors, waiting for others to pass by and using the left hand side of corridors and stairs
- When required to line up, such as for lunch, do so without pushing in, arguing or allowing others into the line
- Show gratitude to anyone that does something for you, manners are essential
- Contribute to a positive environment in the dining room by behaving calmly, eating with manners and clearing correctly

UNIFORM

- Wear the Town Close uniform correctly and with pride at all times
- Ensure we are not wearing non uniform items and that our uniform is clean and tidy
- Self check that uniform, hair, jewellery and make up all meet the school's expectations and expect to be checked and corrected by staff if not correct
- Ensure uniform is correctly changed at break and lunch and back again for lessons
- Make every effort to find or replace lost or damaged items

SCHOOL COMMUNITY

- Value and respect each and every individual within our school community
- Make no judgements or misconceptions regarding any individual's religion, race, gender or cultural background
- Accept and welcome any new members to our school community
- Treat our buildings, grounds and resources with respect and tidy up after ourselves in the classroom and the school as a whole
- Understand that a positive approach is vital to a good learning environment

Appendix (v) – Classroom expectations (Prep)



CLASSROOM EXPECTATIONS

- 1 Respect all staff, pupils and visitors
- 2 Maintain a positive attitude
- 3 Listen carefully and wait for your turn to talk
- 4 Come prepared to lessons
- 5 Look after your own property and respect other people's property
- 6 Pay attention and listen with your whole body
- 7 Always try to present your work to the best of your ability
- 8 Respect each others' learning abilities
- 9 Look after the School and everything in it
- 10 Use school resources, including technology, appropriately

