**Tidbury Green School** Dickens
Heath Road
Tidbury Green
Solihull
B90 1QW

## Policy Name

Behaviour and Safety Policy

## Date of Review

Spring Term 2026

## Next Review Date

Spring Term 2027

## Agreed by Governors

Jan 2026

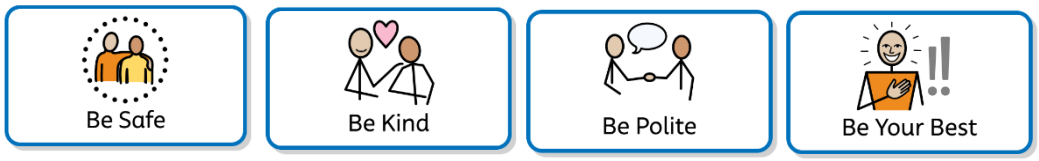
| | |
|---|---|
| **Policy:** | Behaviour and safety |
| **People Authorised to make changes to this policy:** | • Mrs. R Fitter |
| **Committee responsible for approving policy:** | Policy and Curriculum Committee |

| **Questions for the reviewer of this policy:** | |
|---|---|
| **Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?** | Yes |
| **Does the policy reflect current evidence-based good practice?** | Yes |
| **Is the policy consistent with the vision and ethos of the school?** | Yes |
| **Does the policy reflect current practice in the school?** | Yes |

| **After policy review:** | |
|---|---|
| **Changes made:** | Reviewed policy in line with:<br>DfE Behaviour Guidance in schools<br>DFE Suspensions and Exclusions guidance |
| **Expected impact of updated policy:** | n/a |
| **Updated policy sent to governors:** | |
| **Updated policy sent to staff:** | |
| **Updated policy put on website:** | |

**Behaviour and Safety Policy**

## Our Behaviour Principle:
## Tidbury Rules: be safe, be kind, be polite, be your best




At Tidbury Green School, we are committed to promoting a positive, respectful and inclusive learning environment, where all pupils can thrive. Our behaviour approach is rooted in evidence from the Education Endowment Foundation (EEF), which highlights that effective behaviour management is built on belonging, strong relationships and clear routines. Alongside this, is the explicit teaching of learning behaviours such as self-regulation, cooperation and resilience.

Central to this is our belief in the importance of oracy and enabling pupils to talk openly about their feelings, emotions and behaviour. We actively teach pupils the language they need to express themselves, resolve conflict and reflect on their actions, helping them to develop the emotional literacy that underpins positive behaviour.

We believe that consistency across the school, combined with a thoughtful understanding of individual pupils' needs and backgrounds, creates the conditions for both academic success and personal growth. Behaviour expectations are taught, modelled and reinforced positively, with targeted support in place for those who need additional help. Through this approach, we aim to ensure that every pupil feels safe, supported and ready to achieve.

At Tidbury Green School we:

- Foster a community spirit that values individuals and promotes healthy self-esteem.
- Support pupils in developing self-discipline and taking responsibility for their behaviour.
- Provide a clear and secure framework with high expectations for learning and conduct.
- Teach the language, social skills, knowledge and values needed to make positive choices and become active, responsible members of society as adults.
- Promote respect, care and consideration for all members of the school community and for oneself.
- Encourage respect and care for the school's physical environment.
- Maintain an environment where bullying is not tolerated.
- Build positive relationships based on mutual respect and appropriate regard for authority.
- Work in partnership with families to uphold a shared, consistent approach to high standards of behaviour.

# Implementing the Behaviour Policy: Staff Responsibilities

Across our school we establish clear boundaries to set firm, consistent limits on acceptable behaviour, ensuring the health, safety, and wellbeing of all pupils and staff. We use the Tidbury Rules, the **'4 B's'**, which have been developed with input from staff and pupils to create shared ownership and understanding.

This starts with staff:

### 1. Modelling Good Citizenship

All staff act as positive role models, demonstrating the attitudes and behaviours expected from pupils and families. They ensure that interactions with pupils and their families are consistent, respectful and supportive. At Tidbury Green, we achieve this through promoting positive behaviour and responding quickly and consistently to inappropriate behaviour. Just like the real world has laws to keep people safe and working together, our school has rules that help us get along and learn. It is vital that children understand that adults are there to help them.

### 2. Building Strong Relationships

At Tidbury Green, we recognise that all behaviour is communication. Therefore, our responses begin with understanding, not judgement. All staff prioritise relationships first. From transition week, we take time to know and understand our pupils, building connection. We recognise that some pupils need additional support to meet behaviour expectations and we adapt accordingly, using emotion coaching and restorative dialogue. Our approach is trauma-informed, attachment-aware and inclusive.

### 3. Consistency, Routine and Communication

All adults apply behaviour expectations consistently across classrooms and the school setting. They ensure pupils understand the reasons for rules, boundaries and consequences – they make us safe and help us to learn. Research tells us that children feel secure when boundaries are predictable and fair and language is used consistently to reduce perceived unfairness. All behaviour situations are dealt with equitably, ensuring that all voices are heard and individual pupils have what they need to reach a fair outcome.

### 4. Opportunities to collaborate – Together Stronger

We recognise the importance of teaching children how to collaborate positively with others. Children are supported to share resources, take turns and work together through planned group or paired activities. These experiences help them develop respect, empathy and effective communication skills. Teachers play a key role by modelling positive social behaviors, reinforcing good manners, politeness and guiding children to resolve minor conflicts calmly and fairly. By consistently promoting and celebrating cooperative behavior, we help children build the social skills needed for successful learning and healthy relationships.

5. **Pride in our School**

We recognise the importance of respecting our school environment and community. Children are taught to value to our school building, furniture and resources, recognising that these are shared and valued by everyone. Looking after our surroundings helps us to create a safe, welcoming school for learning and play. Pupils are expected to wear the Tidbury Green School uniform smartly and with pride, to promote belonging, equality and unity within our school community. Together, we take pride in our school.

**Promoting Positive Behaviour**

It is the responsibility of all teachers to ensure pupils understand the purpose of school rules in promoting positive attitudes to learning and maintaining a harmonious school environment. Pupils are taught to follow the Tidbury Rules consistently to minimise lost learning time.

All adults in school reinforce the policy by referring to the rules, giving consistent encouragement and rewarding positive behaviour. The curriculum is used to discuss positive behaviours and learning from incidents. If needed, teachers may adjust the timetable to prioritise these discussions. Incidental teaching opportunities will also be taken to support pupils' personal, social and emotional development.

Whole school strategies for recognising positive behaviour include:

1. **Noticing positive behaviour**
   - All staff, across all parts of the school day, notice positive behaviour choices and give warm and genuine verbal praise.
   - Stickers, stamps and raffle tickets are used for rewarding the 4B's.
   - If needed, further class reward systems (e.g. 'Marbles in the Jar') may be devised by the class teacher to promote teamwork, perseverance and thoughtfulness.
   - Staff should encourage pupils to notice and celebrate the achievements of others through praise, positive comments and thumbs up.
   - Recognition visits to the Headteacher or other staff for following the 4B's.

2. **Recognition board**
   - Working together, each class agrees a short-term behaviour goal, such as being ready for learning promptly or showing kindness.
   - Positive activities are agreed as rewards for achieving the goal, for example, extra playtime or a favourite indoor game.
   - Pupils' names are added to the board as they meet the goal.
   - Pupils are encouraged to support and model the desired behaviour for peers, working as a team.
   - Once the goal is achieved, this is celebrated through praise and the reward that the class chose.
   - Finally, a new goal is set for the class.

3. **Golden Time**

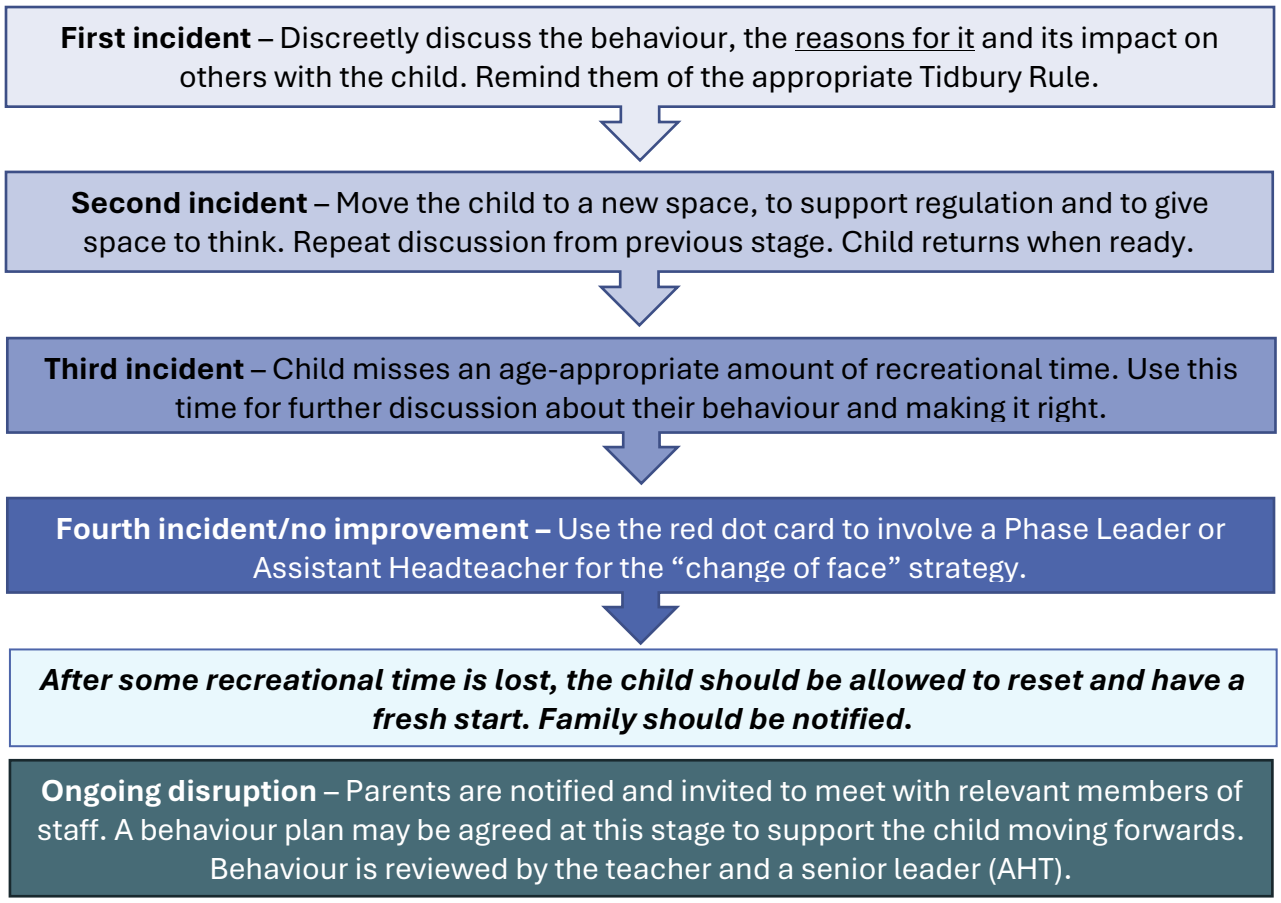
- Golden Time is a KS2 reward system designed to reinforce our Tidbury Green Rules - *Be Kind, Be Safe, Be Polite and Be Your Best*. Golden Time forms part of the school's wider behaviour curriculum, supporting pupils to understand, practise and embed positive behaviours over time.
- One point is awarded each day when pupils meet expectations. A total of 15 points enables full access to Golden Time, which takes place every 3 weeks.
- A range activities chosen by the children and School Council are accessed between 2pm and 3pm on a Friday afternoon, every 3 weeks.
- Where expectations are not met, a point may be deducted, resulting in a proportional reduction of Golden Time - 1 point equals 5 minutes. This is applied consistently by all staff to ensure clarity and fairness. Children are supported to reflect on their behaviour and are guided on how to improve. Therefore, offering the opportunity to regain points through demonstrating positive behaviour and moving forwards to make things right.

4. **Celebrating positive behaviour**
    - Positive feedback to parents via Seesaw, phone calls, letters, or postcards.
    - Star of the Week celebrated in Friday assemblies.
    - Hot Chocolate Friday (KS2) or Afternoon Tea Friday (KS1/EYFS) for pupils who go above and beyond our expectations in learning and behaviour.
    - Teachers award responsibilities for special tasks.
    - Certificates and recognition for 100% attendance (Markus and Tickus, special badges) and good punctuality (class prizes, such as additional playtime).
    - Nominations for awards like the Thoughtful Cup for pupils showing the Tidbury Value of Kindness and Courtesy.

**Responding to Inappropriate Behaviour**

If a child does not follow the school rules, then there will be an appropriate and proportionate consequence, in order to ensure a safe and positive learning environment. Class teachers, teaching assistants and lunchtime supervisors are the first adults in school who should manage and address inappropriate behaviour of pupils within their class. They should seek the support of senior staff, when they have taken all the steps possible to bring about positive changes to the child's attitude to learning.

1. **Behaviour Management Steps for Class Teachers**




**Emotional Coaching and Restorative Practice**

Emotion coaching and restorative practice is used to support this process because they support children to understand, manage and repair their behaviour, rather than simply react to it. Emotion coaching helps children recognise and name their feelings, understand what has triggered them and learn strategies to regulate their emotions. This approach builds emotional literacy, reduces escalation and teaches long-term self-regulation skills. Restorative practice supports children to reflect on the impact of their actions, repair relationships and rebuild trust. It moves the focus from punishment to accountability, helping pupils understand how their behaviour affects others and how to make better choices next time.

Together, these approaches create a positive, respectful and nurturing school culture. They promote consistency, support children's wellbeing, improve relationships and lead to more meaningful, lasting improvements in behaviour. Our practice is described in the following flowchart, which shows the steps we aim follow wherever possible.

**Emotional Coaching**: Steps to support children deal with their emotions and resolve conflicts with consistency and fairness.

THINK

SAY

DO

## CONNECT

| THINK | SAY | DO |
|---|---|---|
| **Listen** - Give the child an opportunity to talk. Don't jump to give advice.<br><br>**Think** - How am I feeling? (Am I emotionally able to solve this problem now?) Do I need back-up?<br><br>**Remember** - Don't take these emotions personally. Connect to deescalate and regulate behaviour.<br><br>**Understand** - Why is the child behaving this way?<br><br>**Remember** - Behaviour is communication. | **Say**<br><br>"I am here to help you."<br><br>"Tell me what happened.."<br><br>Encourage THINK value '**H**onesty'.<br><br>"You are doing the right thing by being honest."<br><br>"Thank you for being honest." | • Encourage deep breaths.<br><br>• Give them space.<br><br>• Draw how you feel activity..<br><br>• Drink water.<br><br>• Try being physical - going for a walk, jumping, climbing play equipment.<br><br>• Give them a simple job—sorting and ordering as a distraction.<br><br>• Talk to any children who may have triggered behaviour in isolation to establish a clear picture of what is happening.. Don't rely on hearsay. |

Connection takes time. There is no point moving to next steps until child is regulated. Connection is not the same for all children - SEND children may need a different approach. See class teacher.

## VALIDATING EMOTIONS

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| **Think** - How is the child feeling and why?<br><br>**Think** - Children need to trust you as a person who is going to listen and help them. If they know you listen to them, they may come to you again before their behaviour escalates again.<br><br>**Remember** - Behaviour is communication. | **Help name feelings**<br><br>"Are you feeling ..... or .....?"<br><br>"What are you feeling?"<br><br>"It sounds like you might be...?"<br><br>**Give fantasy**<br><br>"You wish that ....."<br><br>"Wouldn't it be great if?"<br><br>"Imagine if we could ..<br><br>"I wish that I could..."<br><br>**Show empathy**<br><br>"Wow, that must have been."<br><br>"That would make me feel!"<br><br>"No wonder you're upset."<br><br>"I would have trouble coping with that."<br><br>**If an incident involves another child**<br><br>"How are they feeling?"<br><br>"Why do you think they are feeling this way?"<br><br>"How would you feel if it happened to you?" | • Be present and offer empathy to connect. |

## SET EXPECTATIONS AND PROBLEM SOLVING

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| **Think** - How can we resolve this to ensure it does not escalate and move forwards.<br><br>**Remember** - Promote high expectations in behaviour at all times. | **Say**<br><br>"What might work if this happens next time?"<br><br>"Who could help you when you're feeling like this next time?"<br><br>**Express feelings without attacking**<br><br>"It's okay to feel (emotion) but it's never okay to (behaviour)<br><br>**State clear expectations - not negotiable**<br><br>"I need you to ..."<br><br>"I expect that ....."<br><br>**Give a choice (adult-led)**<br><br>"You can either ..... or .....?"<br><br>**Support with repair**<br><br>"What do you think should happen now?"<br><br>"I wonder if you should ...?"<br><br>"How should we take care of each other?" | • Support reconciliation meeting if behaviour involves other children. This is vital to move forward. Talk about how different behaviours have cause and effect—some children do not realise their effect on each other.<br><br>• Promote forgiveness and encouraging child/ children to apologise to move forwards.<br><br>• Praise for making the right choices.<br><br>• Share with class teacher. |

## CHECK IN

| | | |
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| **Think** - Is the issue resolved or child still dysregulated? | **Say**<br><br>**"**How are you feeling?"<br><br>"Do you need any help?" | • Show that you have not forgotten and still their for support. |

3. **Bullying**

The school does not tolerate bullying of any kind. Bullying is not the consequence of an isolated incident and is therefore defined as causing deliberate harm several times on purpose. Please see our Anti-Bullying Policy for further details. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear and are supported to develop the skills to seek the right additional support in school.

4. **Fixed-term suspension and permanent exclusion**

- Staff keep records of all reported incidents of behaviour that cause serious concern.
- The Headteacher has the responsibility for giving fixed-term suspensions or exclusions to individual pupils for serious acts of inappropriate behaviour.
- Where a serious or persistent breach of the behaviour policy and where a pupil remaining in school seriously harms the education or welfare of the pupil or others such as other pupils or staff, the Headteacher may permanently exclude a child.
- Governors will be informed about the standards of behaviour in school through the Headteacher's report to the Governing Body.
- We do not wish to exclude any child from school, but sometimes this may be necessary. We will follow the relevant guidance from Solihull MBC for any exclusion.
- The Headteacher may exclude a child for one or more suspensions, for up to 45 days in any one school year. In extreme and serious circumstances, the Headteacher may exclude a child permanently.
- If the Headteacher excludes or suspends a child, s/he informs the parents immediately, giving reasons for the exclusion.
- At the same time, 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.
- The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The Governing Body itself cannot either exclude a child or extend the suspension period made by the Headteacher.
- The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

5. **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Staff should only involve physical contact in the above circumstances and if they feel comfortable to do so. Two staff members have completed Team Teach training in school and are the preferred staff to assist where available, using trained techniques to prevent a pupil from hurting themselves or others, causing disorder or damaging property. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The DfE (Department for Education) guidance on the use of reasonable force in schools is being updated, with a key change being the introduction of a statutory duty for schools to record and report to parents any significant incident involving the use of force on a pupil, effective from September 2025.

At Tidbury Green School, all staff and leaders are expected to apply the behaviour policy consistently and fairly, using their professional judgement to determine appropriate responses, including sanctions, in line with this policy. Decisions are made with careful consideration of the context, the needs of the pupils involved, and the safety and wellbeing of the whole school community. Parents and carers should be aware that these decisions are made by trained professionals and are supported by the school's leadership team. As such, outcomes and sanctions issued in accordance with the behaviour policy are final and are expected to be respected, as they reflect the school's responsibility to maintain a safe, orderly, and supportive learning environment for all.

## Implementing the Behaviour Policy: Family Responsibilities

Working as a team with families is very important to us at Tidbury Green School. Research tells us that working together can improve behaviour in school and therefore promote a positive and engaging learning environment.

For this reason, we kindly ask for families to:

- Support our behaviour policy, values, routines and expectations.
- Implementation of school uniform policy to look smart and develop a sense of unity and purpose.
- Keep us informed about any SEND needs, home difficulties or behaviour concerns that may affect your child, so we can support them well in school.
- Help your child arrive ready for the day — on time, well-rested, fed, appropriately dressed, and with what they need for learning.
- Stay engaged with your child's learning and work with us to help them thrive.
- Attend meetings wherever possible, including parent evenings or behaviour/progress discussions, so we can work together effectively.
- Let us know in writing about any medication your child needs during the school day.
- In the event of a suspension, ensure your child is supervised at home and not in a public place during school hours, and attend a reintegration meeting if invited.
- Maintain positive, respectful communication with the school so we can build strong relationships.
- Encourage and model positive behaviour at home, helping your child understand the importance of kindness, respect and responsibility.

We also recognise how important it is for our pupils to engage well with our school rules because shared expectations help everyone feel safe, calm and ready to learn. When pupils understand, value and take responsibility for these behaviours, they contribute to a positive school community where every pupil can thrive.

For this reason, we kindly ask our pupils to:

- Know and follow our 'Tidbury Rules: The 4 B's' and 'Tidbury THINK Values', helping make our school a safe and happy place.
- Be kind and considerate to others, both in school and online.
- Show pride in our school by behaving well in the community and being great ambassadors for Tidbury Green School.
- Be dressed in the correct Tidbury Green School uniform.
- Try their best and let others learn without interruption.
- Learn and play cooperatively with classmates and staff to create a positive learning environment.
- Ask for help when they need it, so we can support them to succeed.

## Behaviour Management Adaptations for Pupils with SEND

The school recognises that a pupil's behaviour may be influenced by a special educational need or disability (SEND). When incidents of misbehaviour occur, we will consider whether a pupil's SEND contributed to the situation, acknowledging that this will not be the case for every incident. Each case will be judged individually. When responding to misbehaviour involving pupils with SEND, particularly where their needs affect their behaviour, the school will balance its legal duties, including:

- Taking reasonable steps to prevent disabled pupils from being placed at a substantial disadvantage (Equality Act 2010)
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was able to understand the rule or instruction
- Whether their SEND affected their ability to act differently at the time

Any sanction will reflect appropriate reasonable adjustments based on the pupil's age, needs and developmental stage.

In fulfilling these duties, the school will anticipate potential triggers for misbehaviour and put appropriate support in place to reduce the likelihood of incidents arising. Preventative measures will always reflect the pupil's individual circumstances and needs.

Reasonable adjustments may include, but are not limited to:

- Support from a trusted key adult
- De-escalation strategies suited to the pupil's social and emotional development
- Allowing additional time for the pupil to self-regulate
- Use of visual aids or social stories to support understanding
- Adjusted start or finish times to reduce environmental or sensory overload
- Short movement or regulation breaks
- Adapted seating plans
- Timetable changes
- Access to a calm space for emotional regulation

All reasonable adjustments must be suitable, proportionate and aligned with the pupil's individual needs.

## Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of inappropriate behaviour. The class teacher records minor classroom incidents where they give cause for concern. The Headteacher records those incidents in which a child is sent to him/her on account of inappropriate behaviour that requires additional support.

The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of Governors to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is delivered fairly and consistently.

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.