



# Behaviour Policy

## Purpose

To foster behaviour which is compatible with the Tyggwhistle core aims of:

- Developing self-mastery and independence;
- Developing motivation and pride in achievement
- Developing respect for ourselves, those around us and the natural environment.

We will do this by promoting considerate, respectful and collaborative behaviour through consistent, fair and transparent processes which are supported by all stakeholders.

## Why do we need a policy?

- To ensure that behaviour management balances the welfare of all members of the community.
- To ensure that good behaviour is promoted through consistent practice.
- To ensure that children are safeguarded from the impacts of poor behaviour.
- To ensure that the responses to poor behaviour are fair and proportionate.
- To ensure that all stakeholders know how the school will respond to dangerous or discourteous behaviour.
- To meet the regulatory requirements of *The Education (Independent School Standards) Regulations 2014* and the **Equality Act 2010**.

This policy was implemented on **January 1<sup>st</sup> 2019**

The policy will be reviewed and updated in **January 2020**.

Issues arising out of the implementation of this policy should be raised with the school as outlined in the **Complaints Procedure**.

## How will we promote good behaviour?

Adults will:

- Set clear and reasonable boundaries which promote a safe environment for play.
- Encourage safe, considerate and respectful behaviour through positive feedback.
- Model appropriate behaviour at all times.
- Support good behaviour through an understanding of the personal needs of each child.
- Apply the behaviour policy fairly, without prejudice to any individual as a result of race, gender, sexual orientation or other factors.

Children will:

- Listen carefully and respond to instructions and requests.
- Learn and adopt the safety recommendations at all times.
- Be considerate to others and respect the environment.

## How will we respond to poor behaviour?

- Where appropriate, members of the community will remind each other of the core aims and how the boundaries promote these aims.
- Where boundaries are broken repeatedly or a child's behaviour puts themselves or others in danger, we will:
  - Call the child's emergency contact and ask for the child to be collected.
  - Send a letter to the child's carer or school explaining the concerns.
  - Issue an appropriate sanction which may require the child to:
    - Create a reflective piece of work showing that they have considered the impact of their behaviour.
    - Miss the next forest school session.
- Only rarely, where poor behaviour is persistent and dangerous, will we consider terminating the child's participation permanently.