

TOWERVIEW PRIMARY SCHOOL



Positive Behaviour and Discipline Policy

The Positive Behaviour and Discipline Policy for Towerview Primary School is based on the concepts of safety, common courtesy and consideration for others, in order to promote positive behaviour and a peaceful atmosphere in the learning environment.

September 2026

www.towerviewps.co.uk



POSITIVE BEHAVIOUR AND **DISCIPLINE POLICY**

The Positive Behaviour and Discipline Policy for Towerview Primary School is based on the concepts of safety, common courtesy and consideration for others, in order to promote positive behaviour and a peaceful atmosphere in the learning environment.

It is the policy of the school:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create the conditions for an orderly community in which effective teaching and learning can take place, in which there is mutual respect among all members and concern for school property and the environment.
3. To provide a relaxed, pleasant and safe atmosphere in which pupils are able to give of their best.
4. To ensure that the school's Code of Behaviour is clearly understood, applied consistently and fairly and shown to be reasonable and effective. Rewards and sanctions will be used consistently and fairly.
5. That sanctions will be commensurate with the age of the pupils and appropriate to the seriousness of the misdemeanour.
6. That pupils should understand that it is the behaviour which is unacceptable and not the pupil as a person.
7. To emphasise to parents the vital role which they play in creating a positive attitude to discipline within the home and in encouraging good behaviour in school.

CODE OF BEHAVIOUR

Acceptable Standards of Behaviour

At Towerview Primary School, we believe that positive behaviour is rooted in our six core values:

- Honesty
- Kindness
- Respect
- Self-control
- Commitment
- Self-esteem

These values help pupils understand how to behave positively towards themselves and others and support our aim of creating a safe, caring and orderly learning environment. Pupils are encouraged to reflect on these values when making choices, resolving difficulties and accepting responsibility for their actions.

Honesty

We tell the truth, even when it is difficult.

We take responsibility for our mistakes instead of hiding them.

We do not take things that do not belong to us.

Kindness

We use kind words and kind hands.

We include others and notice when someone is left out.

We help others without being asked.

Respect

We listen when others are speaking.

We look after school property, our own belongings and the belongings of others.

We follow instructions from staff the first time they are given.

Self-control

We keep our hands, feet and objects to ourselves.

We wait our turn and manage strong feelings appropriately.

We think before we act or speak.

Commitment

We try our best and do not give up when work is challenging.

We complete tasks we have started.

We come to school prepared, ready to learn and on time.

Self-esteem

We celebrate our own achievements and the achievements of others.

We speak positively about ourselves and our efforts.

We are confident to ask for help and willing to try new things.

Pupils will be encouraged to consider how their actions demonstrate these values and to reflect on which value may have been affected when behaviour falls below the expected standard.

Our Three School Expectations

To make our expectations clear and memorable, all pupils are expected to follow three school rules:

1. Speak and act with respect (RESPECT)

Use polite words, listen carefully and show kindness through actions.

2. Follow instructions first time (LISTEN)

Give attention, respond promptly and be ready to learn.

3. Keep everyone safe (BE SAFE)

Move safely, play safely and keep hands, feet and objects to yourself.

Every pupil is expected to behave in a responsible way, displaying consideration, courtesy and respect for adults and other children at all times.

Every pupil is expected to help take care of the property, buildings and grounds of the school.

Communication

We talk quietly so that others can get on with their work.

We are quiet/silent when asked to be so.

We put our hands up to answer questions or volunteer information in class.

We listen carefully at all times.

We speak politely.

We bring a letter from a parent following an absence and prior to an appointment.

Learning

We work sensibly on our own or with others.

We do our work as well as we can.

We pay attention when our teacher is talking.

We complete our homework to the best of our ability.

We hand our homework in on time.

Respect

We treat all adults in our school with respect.

We treat each other with consideration and kindness.

We try to help one another.

We stand aside and open doors for adults.

We take good care of all books and equipment.

We put all litter in the bins provided.

Safety

We take care of equipment and use it safely.

We do not touch equipment unless asked to do so.

We play sensibly and safely in the playground.

If leaving school outside normal hours we must be collected from the reception area by an authorised adult.

Movement

We go into all school areas quietly, slowly and in an orderly manner.

We always knock before entering a room. We move round our classroom quietly, without disturbing others.

We walk in the corridors.

We use the correct entrance doors.

We wheel our bicycles within the school grounds.

Conflict

We try to sort out our problems by talking to each other or by asking for help from an adult.

We do not hurt others deliberately by word or by deed.

Lunchtime Code

1. We stay in our seats while eating lunch and while waiting to be allowed out.
(Pupils from LSC unit to eat in their primary classroom)
2. We use the toilet **before** going out.
3. Once outside, we do not re-enter the building except in cases of emergency.
4. We respond to all directions by adults in the playground and abide by their decisions.
5. We are always polite to adults in the playground.
6. In the playground we:
 - a) are thoughtful and considerate in our play at all times.
 - b) avoid rough games, fighting, bullying and hurtful words/bad language.
 - c) avoid encouraging others into bad habits.
7. If we have a problem, we speak to an adult or a member of the Tappy Squad.

Staff will:

Pupils should experience the following from every adult, every day:

1. Greet pupils positively and deliberately.
2. Use calm, respectful language, especially under pressure.
3. Apply the agreed behaviour ladder consistently and fairly.
4. Recognise and praise positive behaviour every day.
5. Repair and reconnect after an incident.

Adults will focus on the behaviour and will never label the pupil. Consistency is a form of care: different adults should communicate the same expectations and provide the same calm response.

When responding to behaviour, adults will use certainty rather than severity. The response will be brief, respectful and proportionate to the pupil's age, needs and the seriousness of the incident:

1. **Remind** - Name the expectation, school rule or value.
2. **Redirect** - Use a brief script and allow time for the pupil to respond.
3. **Follow through** - Apply the agreed classroom response or behaviour ladder calmly.
4. **Reflect** - Identify who has been affected and which value or rule was affected.
5. **Repair** - Restore trust, reconnect and support the pupil to return to learning.

The Code of Behaviour is expected to be observed at all times.

It is hoped that parents will support the staff in any decisions made with regard to this Code. Parents with a query regarding such decisions are requested to seek an explanation from the Principal. It is inadvisable for a parent to speak about school decisions in a derogatory manner within the hearing of the child, lest the child feel a division of loyalties. This also applies to Social Media.

SANCTIONS

The following sanctions have been collectively agreed by all staff within Towerview Primary School. Discretion will be used to decide upon the most appropriate sanction to begin with depending on the nature and seriousness of the offence.

The purpose of sanctions is to support pupils in making positive choices and to encourage them to reflect on their behaviour. At all stages, pupils will be reminded that it is the behaviour which is unacceptable and not the pupil as a person.

Level	Behaviour	Response
	All Classrooms will have an agreed classroom charter for Positive Behaviour. This will be displayed prominently in the classroom and shared with parents.	
Level 1	Low-level or first instance behaviour such as calling out, failing to follow instructions first time or minor unkindness.	Verbal warning by class teacher. Pupil asked to reflect on which school value has been affected.
Level 2	Persistent or repeated Level 1 behaviour, minor disruption.	Verbal apology. Classroom Teacher Time-out card issued. Break spent inside completing time to think sheet or time-out reflection card discussion.
Level 3	Pattern of Level 1 or Level 2 behaviour. Pupil receives 3 Classroom Teacher Time-out cards within a $\frac{1}{2}$ term.	Serves Time-out in classroom with class teacher. Referral to Head of Junior School, Head of Senior School or Vice Principal.
Level 4	More serious incident or 4 th continued pattern of behaviour requiring senior staff intervention.	P4-P7 Time-out card issued by Head of Senior School or Vice Principal. Forty minutes isolation completing a Time to Think sheet and set work. Parent is phoned and completed Time to Think sheet is signed.
Level 5	Three referral Time-out cards to senior staff within one term.	Meeting arranged between parents, class teacher, Head of Junior School, Head of Senior School or Vice Principal.
Level 6	Ongoing behavioural concern requiring additional support and intervention.	Meeting involving parents, class teacher and/or designated teacher and/or Principal. Focus placed on restoring relationships and rebuilding trust.
Level 7	Serious or repeated breach of the Code of Behaviour.	Suspension from school for up to three days at the discretion of the Principal and Board of Governors.

Throughout the sanctions process, pupils will be encouraged to identify:

Which of the school's six values has been affected;

Who has been impacted by their actions;

What steps can be taken to repair relationships and restore trust.

Please note that the Principal and/or Vice Principal may become involved at any point in applying any of the above sanctions – in more serious circumstances, these sanctions do not need to follow the set format.

N.B. The Board of Governors will seek recompense from parents for articles of school property damaged, broken or lost as a result of a child's non-compliance with the school's Code of Behaviour.

It is the intention of the Governors to review this policy as and when necessary.

5 GOLDEN RULES FOR A HAPPY PLAYGROUND



We only touch
each other in
a friendly way.



We only speak to others in a
friendly way.



We only call others by
their real names.



We look after our
playground and gardens.



We always tell an adult if
we feel frightened or sad.

Time Out 2026-2027

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

Class Teacher: signed:

HKS2 /VP : signed:

Time Out 2026-2027

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

Class Teacher: signed:

HKS2 /VP : signed:

Time Out 2026-2027

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

HKS2 /VP: signed:

Principal: signed:

Time Out 2026-2027

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

HKS2 /VP: signed:

Principal : signed:

TIME-OUT REFLECTION CARD



"Think • Reflect • Restore"

Choose from the questions below, to discuss with PUPIL

1. What happened?

2. Which school value was affected?

☐ Honesty ☐ Kindness ☐ Respect ☐ Self-control ☐ Commitment ☐ Self-esteem

3. Who was affected by what happened?

☐ Me ☐ Another pupil ☐ The teacher ☐ The class ☐ Someone else

4. How were they affected?

5. What can you do to put things right?

6. What will you do differently next time?



Time Out - Time to think

What happened?

Which of our six school values does this situation relate to?

- | | |
|-----------------------------------|---------------------------------------|
| ☐ Honesty | ☐ Self-control |
| ☐ Kindness | ☐ Commitment |
| ☐ Respect | ☐ Self-esteem |

What were you thinking at the time?

What have you thought since?

How did it make others feel?

Who has been affected?

What should we do to put things right?

What will you do next time?

This Time-out was completed today in school. Please read over this sheet with your child and return to school the next day.

Parent signature:

Date: