

Thorplands Primary School

Behaviour Policy

2019

Introduction

At Thorplands Primary School, we aim to be a place of excellence where children can achieve their best in their academic, personal, social and physical development. We are a caring school where children and adults feel they can make a positive contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child needs to feel safe, secure, successful and happy in order for them to achieve their potential. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions. We help children to respect and value differences, including; ethnicity, cultural and religious beliefs.

Code of Conduct

- ❖ **Respect** - Treat other people the way you want to be treated. Speak in a polite and encouraging manner, and listen to what others have to say.
- ❖ **Responsibility** - Come prepared for learning and carry out all of your jobs to a high standard. Control what you do and what you say when working on your own and in a group.
- ❖ **Courage** - Have a go at something, even when you find it a challenge. Follow the rules, even if you feel you are the only one doing so.
- ❖ **Curiosity** - Show an eagerness to learn and ask appropriate questions when the time is right. Take the opportunities you are given so you experience new things.
- ❖ **Perseverance** - Keep on going even when you are finding it tough. Show a commitment to what you do by turning up and seeing it through to the end.

We celebrate our code of conduct values through our Friday assemblies where the assembly is based around a value and value cards are given to the children for display of these values through the week. They will also receive a head teacher's gold sticker award.

A Positive Approach:

At Thorplands, we help all children to make a significant and positive contribution to school and nursery life and be an excellent role model to others at all times. We aim for a healthy balance between a positive attitude towards the provision's rewards and consequences to encourage good behaviour.

Staff encourage children to develop self-belief, self-confidence and a positive attitude towards school life. Positive praise, recognition and encouragement will be used to help children develop an 'I can' attitude to learning.

Classroom Management:

Class Teachers and support staff should adopt a calm, sensitive and fair approach to behaviour management in the classroom. Approaches to ensure that behaviour is managed consistently includes:

- ❖ It is essential that staff should remain objective and calm when managing disruptive behaviour
- ❖ It is important to listen and respond quietly
- ❖ Do not overwhelm the pupil with loud, nagging demands
- ❖ Avoid attitudes becoming polarized or push towards confrontation
- ❖ Maintain a positive attitude. Remind the pupil of positive behaviours and desired attitudes
- ❖ Clarify options and consequences, rather than impose directives
- ❖ Do not make threats
- ❖ If the problem can't be sorted out there and then, agree to sort the problem out at a later agreed time
- ❖ Involve other people to help
- ❖ Remove the pupil from an unhelpful environment

The School believes that a positive culture of high expectations which is promoted and modelled by all within it is essential in order for the provision to achieve its aims and meet the needs of its children. Therefore, on admission to the School, the children will be made aware of the following expectations / responsibilities which will provide the basis for what is seen as appropriate conduct within the provision for everyone:

- ❖ Do your best – work hard (right: to learn)
- ❖ Listen (right: be listened to)
- ❖ Be kind and helpful (right: to be treated with consideration)
- ❖ Be gentle (right: to be treated with care)
- ❖ Be responsible (right: to have opportunities and responsibilities)
- ❖ Be honest (right: to be told the truth)

As part of the process of establishing high expectations, at the beginning of the year each class teacher works with their class to discuss the expectations of the school, what constitutes positive behaviour and what detracts from it. As an outcome of this discussion an agreed class charter is created which outlines the rights and responsibilities of all within the class, which will act as a document to inform their day to day classroom conduct. This class charter is agreed to and signed by all in the class, then displayed at eye level. As part of this process it is important to understand that everyone has a role to play. Specific staff, pupil and parent expectations are set out below.

Staff will:

- ❖ treat pupils with respect
- ❖ know their children and know their names
- ❖ have high expectations of themselves and pupils
- ❖ model good behaviour
- ❖ teach and promote social and emotional aspects of learning
- ❖ investigate incidents carefully and promptly listening to both sides
- ❖ ensure the classroom and other areas of the school and nursery provide a safe and attractive learning environment
- ❖ prepare lessons carefully to meet the needs and abilities of all pupils
- ❖ apply rewards and sanctions consistently and fairly
- ❖ involve pupils in deciding the class and school and nursery's rules/code of conduct
- ❖ work with families and other agencies to ensure pupils' needs are met
- ❖ work with NPAT and local Academies to ensure smooth transition

Pupils will:

- ❖ arrive at school in good time
- ❖ wear correct uniform and PE kit
- ❖ treat adults and other pupils with respect
- ❖ work hard in class and allow others to work
- ❖ follow the agreed expectations and code of conduct
- ❖ look after other pupils within the setting
- ❖ report bullying or any accident or incident
- ❖ look after the school and nursery's equipment

Parents/carers should:

- ❖ ensure that on school days, pupils have had a good night's sleep and a good breakfast
- ❖ ensure their child arrives in good time and with the correct clothing and equipment including PE kit
- ❖ treat the school's staff and other families with respect
- ❖ model good behaviour to their children particularly around the site
- ❖ respect the school and class expectations/codes of conduct
- ❖ notify the school of their child's needs
- ❖ support their children in completing their homework

Governors will:

- ❖ Be involved in establishing guidelines on expected standards of behaviour
- ❖ Review the effectiveness of the behaviour policy
- ❖ Support the Headteacher in implementing and embedding the policy
- ❖ Listen and respond to the views of children, parents/carers and staff

Nursery room management:

1-2-3 Magic is a group format behaviour management program for parents and teachers of children approximately 2-12 years of age. The program is appropriate for

all children of different ages and stages of development. *1-2-3 Magic* divides the behavior management responsibilities into three straightforward tasks: managing unwanted behavior, encouraging good behavior, and strengthening the child-parent and teacher relationship. The program seeks to encourage positive and consistent, behavior management without negative confrontation, shouting, or use of any physical intervention.

Rewards

We aim to create a healthy balance between rewards and sanctions with both being clearly outlined. Children can expect fair and consistent rewards for good learning, effort, achievement and behaviour and sanctions for poor effort and attitude and undesirable or unsafe behaviour. All systems are flexible to take account of individual circumstances.

The emphasis of this behaviour policy is on **REWARD** and **PRAISE**, which will be given whenever possible for both learning and behaviour. Children must understand that rewards are earned and therefore have to be worked for.

All staff will recognise and celebrate positive learning and behaviour at all times. Rewards may be given for good work, attitude, effort and behaviour both in class and at Breakfast club, morning break and lunch time.

- ❖ Verbal praise
- ❖ Stickers
- ❖ Praise postcards
- ❖ Positive phone call home
- ❖ An Informal chat with the parent after school to celebrate success
- ❖ Showing work to other staff for recognition
- ❖ Super Learner of the Week award in Achievement Assembly
- ❖ House points
- ❖ Where applicable: Dojo points
- ❖ Marbles in a jar

Attendance Award

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our policy on behaviour. Encouragement to attend school/nursery regularly emphasises the importance of school/nursery and education. Parents will be reminded of their responsibilities for attendance and punctuality, when necessary, throughout the year.

An attendance cup with 5 mins extra playtime will be reward to the class with the highest attendance per week. All children that have 100% attendance per week

receive a celebratory sticker. 100% for the whole term is an activity that is chosen by the pupil forum. 100% for the whole year is a trip that is chosen by the pupil forum.

Consequences

Consequences will be applied fairly and explained carefully and thoroughly to the child. Class teachers and support staff use a stepped approach to managing behaviour and issuing consequences. This allows children to recognise the next consequence and hopefully, make a choice to correct and improve their behaviour.

Thorplands Primary School have a clear behaviour system which includes a hierarchy of consequences. If undesirable or unacceptable behaviour is seen, children will be given a warning or issued with a consequence in line with the behaviour system (below). Children will be given sufficient time to respond to adult instructions and remedy their behaviour, before further consequences are issued. Adults will take necessary steps to help the child change their behaviour such as; moving seats, repeating instructions, reminders of previous successes and providing additional adult support.

The School's behaviour system will re-start every day for all children who are below green. This is to ensure that children have a 'fresh start' each day and after a consequence has been served. Green is the expected standard of behaviour. There must be a warning given before a child is moved down to an orange and another warning is given to the child before they move down to red.

THERE IS NO INSTANT MOVE TO A RED.

Rationale

Each child and each inappropriate behaviour is individual and as a consequence will be considered individually and not as an emotive response to an action. Therefore a definitive consequence will not be given for a definitive behaviour. Rather, consequences will be considered and applied that reflect both the individual and the inappropriate behaviour.

Reward	Platinum
Post Card Home	Gold
Every Child starts here every morning	Green

5 mins missed	Orange
15 mins missed and phone call home	Red

Parents are informed when a child is moved to red with **NO** exceptions. If a child receives an orange or a red in the afternoon – parents **MUST** be notified, so that the child can start a new the following day. **No** consequence is carried over to the next day.

The class teacher is responsible for the 5 mins and 15 mins missed break not a TA.

If the child moves to red in the afternoon, a phone call home is required so that the teacher can have a meeting with the parents **AND** the child after school.

A behaviour file must be kept in the classroom and **ALL** orange and red behaviour/consequences must be recorded. These files will be monitored.

On-going/persistent disruptive behaviour

On-going and persistent disrupted behaviour is rarely seen and the large majority of children respond positively to the school's systems. However, there may be occasions that an individual child persistently breaks the code of conduct or shows unacceptable behaviour around the school or nursery or whilst taking part in activities off-site.

In this scenario the phase leader must be involved and a parent meeting must be set up with the class teacher and phase leader.

If no change in behaviour, then contact the Headteacher to arrange a meeting with the behaviour team.

Serious breaches of behaviour policy

Physical, verbal, racist attacks and bullying (including homophobic comments) are serious offences to which the school has a duty to respond immediately to protect the victims of such behaviour. In these cases a child may be excluded for a fixed term period in the first instance or withdrawn from class internally. A behaviour form must be completed.

Parents and the Headteacher will be involved in dealing with such cases. In extreme cases the police may be involved. School have a legal duty to report racist behaviour to the appropriate authorities.

The school need to respond to the serious incident appropriately in the first instance.

After that the school needs to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

Exclusions

Where an incident, after due investigation and consideration of the circumstances and after considering all other possibilities, warrants an external exclusion the Headteacher and Chair of the Governors, follow the government guidelines on exclusion of pupils. <https://www.gov.uk/government/publications/school-exclusion>

Consistency of policies

This policy should be read alongside the following other Academy policies:

- ❖ Child protection and safeguarding policy 2018
- ❖ Code of Conduct for Safer Working Practice 2018
- ❖ Anti-bullying policy 2017
- ❖ E-safety policy 2018
- ❖ SEND policy 2017