

## Policy Title      Relationships & Behaviour Policy

**Adopted:**                      September 2023

**For Review:**                September 2025

**Policy Owner:**             Paul Stewart

### 1. Introduction – School Ethos

At Thorplands Primary we hold an unconditional positive regard for children and high expectations for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Thorplands Primary share an understanding of the language and consistent approaches we use to manage children's behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

### 2. What are the aims of this Policy?

**2.1** To make clear the ethos and expectations of behaviour that are expected at Thorplands Primary.

**2.2** To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

### 3. School Vision, Values and Rules

At Thorplands Primary School, we have 3 clear rules that apply to all members of the community. These are a key part of our school values: particularly integrity – doing the right thing. These 3 clear rules will be referred to in every conversation around behaviour in the school. They will be consistently reinforced, positively implemented and become embedded in all aspects of school life. To achieve this, there needs to be a consistent approach by all members of staff.

#### Our Rules:

- **Be Respectful**
- **Be Ready**
- **Be Safe**

#### Our Values (linked to behaviour):

- **Integrity** – doing the right thing
- **Aspiration** – high expectations for all of our community
- **Collaboration** – working with each other to support one another with additional needs

### 4. Expectations of the school community:

## **Headteacher, and SLT**

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level 2 and 3.
- To monitor & evaluate the implementation of the policy.

## **Staff and Governors**

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and consequences.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

## **Pastoral Team**

- To support children with additional needs to succeed in class.
- To lead interventions to support children's emotional and behavioural needs.
- To develop a positive approach across the school towards the use of safe spaces.
- To support internal exclusions and the reintegration from fixed term exclusions.

## **Pupils**

- To know and follow the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

## **Parents**

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

## **4. Curriculum and Teaching**

At Thorplands Primary, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part supporting children to be ready to learn and which is conducive for others to learn.

Circle time and the PHSE curriculum (Jigsaw) is used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence. Additionally, the Zones of Regulation is used in all classrooms as part of the curriculum. It is geared towards helping children gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

Appendices A, B and C are included to support adults with expectations and recording of behaviour.

## 6. Rewards and Consequences

At Thorplands Primary, we have a clear set of rewards and consequences which are designed to encourage positive behaviour and to deter unwanted behaviour. Appendices B & C lay out these rewards and consequences which are used across school and adapted depending on the age of children.

## 7. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands (these are explained further in Appendix C under 'consequences':

Level of Behaviour	Definition	How is this dealt with?
<b>Level 1: Low level</b>	Low level disruption in classroom or around school. This includes dinner times and break times	By <b>all classroom-based staff</b> by using classroom behaviour management techniques and systems, supported by SLT. <b>SLT to support</b> class-based staff in positive behaviour management and building positive relationships. <b>Inclusion leader to support</b> all staff with approach and support individual behaviour plans for children with SEN.
<b>Level 2: Consistent or significant disruption</b>	Either consistent low-level disruption or a one-off incident of more significance.	By Teachers alongside SLT in School & Parents.
<b>Level 3: Extreme</b>	Consistent significant disruption or unsafe behaviour.	Headteacher, SLT, Governors & Parents

### Bullying:

All bullying incidents, including the use of racist language, are logged on the Bullying Log within the Leadership Drive. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information.

## 8. Relentless Routines

Establishing well-organised and practiced routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential trips, swimming, performances), these routines should also be taught explicitly and children should be given opportunities to practise.

## 9. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to **develop individualised reward/target systems as a motivation to improve behaviour**. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective.

Children requiring significant additional and individualised support with behaviour will be supported through a **Positive Handling Plan and Risk Assessment** which identifies support strategies and targets. Further details of which can be found in the TPS Physical Intervention Policy.

## 10. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to ensure that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in the first instance for guidance and support.

## 11. Support systems for parents

Thorplands Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Worker, as part of the Pastoral Team, is available to work with families and make links with other agencies where necessary.

## 12. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. This document is freely available on the school website and will be reviewed on an annual basis.

Signed      **Headteacher**

**Chair of Governors**

Date.....

Date.....

## APPENDIX A: Positive behaviour and Classroom Management Strategies

**Be Ready, Be Respectful and Be Safe** will define all adults' approach to children in the school. Staff will need to consider their own responses to disruptive behaviour, follow the Thorplands values and respond in a consistent manner. In circumstances where children are struggling to show that they are '**Ready, Respectful and Safe**' the zones of regulation should be used to aid conversations with the child in how we can support them.

Visible Consistencies:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be actively engaged.
- Display the class charter
- Display the Thorplands 'ready, respectful and safe' expectations
- Display the Zones of Regulation
- Display a Recognition Board

Develop a positive relationship with pupils, which include:

- Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh • Having a plan for dealing with low-level disruption
- Using positive reinforcement.
- Verbal feedback
- Non-verbal signs
- Consistent calm adult behaviour
- Initial response – if an adult is dealing with the situation, do not intervene. An adult will ask if they need assistance!
- Relentless routines
- Scripted conversations
- Restorative follow up

## Behaviour Management (More Challenging Situations)

When dealing with a challenging situation, staff will need to remain calm and have a private one to one conversation with the child – no shouting, shaming or embarrassing them in front of the class. It is also important to ignore any secondary behaviours.

- Remind the child of our 3 core school expectations: Be Respectful, Be Ready and Be Safe.
- Follow the scripted conversation and remind the child that they have a choice in how they are behaving.
- If there is a danger to other children, themselves or they are stopping the learning of rest of class, you may call for assistance in the form of what.
- Where appropriate, follow up with PSHE sessions.
- It may be beneficial for a child to have to opportunity to leave the classroom and have time to reflect and calm down in their own space. In this instance the child should remove themselves. The child will use the 10-minute timer to help regulate themselves and if/when they feel more in control they can return to class. A restorative conversation will then need to take place after the lesson between the child and adult involved.
- Follow behaviour plans for higher needs children and strategies discussed with SENDCO/AHTs.

## Scripted and Restorative Conversations

A scripted, private conversation should be had with a child (for no longer than 2 minutes). The following conversation starters should be used to engage the child:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• I can see that you are..... (and/or I can understand why you are.....)</li> <li>• What should we do to put things right?</li> <li>• How are you feeling? How can I help?</li> <li>• Can you remember a time (earlier, yesterday, last week) when you.....</li> <li>• 'One of our rules is to be responsible, but you are continually interrupting our learning,</li> </ul> | <ul style="list-style-type: none"> <li>• I need you to.....</li> <li>• What choice are you going to make? (If you do not complete your work in lessons, you will need to complete it at home).</li> <li>• Why do you feel like this?</li> </ul> |
|---|---|

Children will sometimes need time to reflect on their actions. A restorative conversation may be required:

- What happened? (listen, be non-judgemental, 'unshockable.') Remember, children should get what they need not what they deserve!
- Who has been affected by this?
- What were you thinking at the time? be
- What have you thought since?
- How do you think that made people feel?

Every process must be followed. You will need to create time at a later stage to 'repair' and have a restorative conversation with the child.

All staff to read the following book, 'When the adult changes, everything changes,' by Paul Dix.

## De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Thorplands. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. A de-escalated a situation it better for the child's well-being and the time spent to support to them.

## Individual Behaviour Plans and Support

Occasionally, the above strategies will not be effective in ensuring that the behaviour of all pupils is appropriate and adheres to the school expectations and rules. In these cases, it is necessary to develop an individual Behaviour Improvement Plan (BIP) to document rewards and sanctions set for individual pupils with issues dealing with social norms, within the school environment.

## **Appendix B – Praise and Rewards**

At Thorplands Primary we use the following strategies to praise and reward children.

### **Smiles, praise and encouraging words**

- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing.  
"Thank you \_\_\_ for being ready to listen"; "Thank you \_\_\_ for looking this way"  
"Thank you \_\_\_ for your maturity" etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** which can be far more effective than negative calls.

### **Celebration Assembly (every Friday) and Learner of the Week.**

Every week, a child is chosen from each class by their teacher to receive a Celebration Certificate. In Celebration assembly on Friday. Parents are invited to Celebration Assembly. The certificate should be written to reflect the individual child's strengths. This may reflect the school values but should also be specific to the child with personal

references to their achievements. Children can bring in certificates and awards from home and receive them in front of the school.

Celebration Assembly will include celebration of the following:

- Learner of the Week
- Sporting Achievements
- Attendance Awards
- Other certificates/awards

## **Whole class rewards**

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward. This is at the individual discretion of the teacher i.e. a 10 minute break in the afternoon on a Friday. These rewards help to build and sustain a sense of community as a class and are a valuable way of supporting children to consider their impact on those around them. Class rewards should be planned and structured so that the children are engaged in meaningful activities as a 'team' in order to foster social skills. Unstructured activities can lead to children struggling to achieve positive behaviour outcomes.

## **Recognition Boards:**

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working".

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

## **Nine ways to sharpen use of recognition boards Paul Dix**

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 4 names of other children who have been consistently demonstrating the desired behaviour
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly depending on age of children and context in which you are working
7. Pupils are recognized for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours

Rules	Visible Consistencies	Over & Above Recognition
<ol style="list-style-type: none"> <li>1. Be ready</li> <li>2. Be respectful</li> <li>3. Be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Lovely Lining up</li> <li>3. Wonderful Walking</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition board</li> <li>2. Certificates</li> <li>4. Home contact</li> <li>5. Postcards</li> <li>6. HT/SLT praise</li> <li>7. Class Reward</li> </ol>



## Appendix C - Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. We divide unacceptable behaviour into three broad bands:

**Level 1: Low level Level 2: Consistent/significant disruption Level 3: Extreme**

We aim to teach children that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

### Whole School Approach to Classroom Behaviour:

#### LEVEL 1 Behaviour:

Each child begins a morning or afternoon session with a 'clean slate' and the expectation by all adults that they will succeed.

Level of Behaviour	Who is Responsible & Actions to Take:		Consequence for child
<b>Level 1</b> Low level disruption in classroom or around school.	Class teacher	Level 1 warnings that accumulate across a session occur in the following sequence of stages:	
		Stage 1	<b>Individual Reminder:</b> about the rules & expectations delivered privately wherever possible. Verbal reminder of rules
		Stage 2	<b>2<sup>nd</sup> Individual Reminder:</b> a clear verbal caution delivered privately, wherever possible, making the students aware of their behaviour and clearly outlining the consequences if they continue. 'Think carefully about your next steps' Verbal reminder of rules & consequence
		Stage 3	<b>3<sup>rd</sup> individual reminder and consequence given:</b> 30 second intervention in class to deliver consequence Record on Arbor by class teacher 5 mins of missed Break - Restorative meeting with teacher/staff member to discuss behaviour. If behaviour is consistently in the afternoon, discuss with Phase Leader.

#### LEVEL 2 Behaviour:

Level of Behaviour	Who is Responsible & Actions to Take:	Consequence for the child
--------------------	---------------------------------------	---------------------------

<p><b>Level 2</b> Either consistent low level disruption or a one-off incident of more significance but not severe.</p>	Class Teacher & Phase Leader	<p><b>Stage 4</b></p> <p><b>Accumulation of reaching stage 3 three times over the week.</b></p> <p>Teacher arranges a meeting with parents.</p> <p>Teacher/TA records in class log</p> <p>Phase Leader speaks to child as a warning.</p> <p>Behaviour chart/strategies set up and reviewed weekly by class teacher. Create a contract with the child.</p> <p>Expectations of the child are clear and next steps are also clear but achievable.</p> <p><b>One Off Incident</b> Teacher to contact parents/carers.</p> <p>Teacher/TA records in class log. Phase Leader arranges a meeting with the child to discuss the expectations, rules and values.</p>	<p>Parents called</p> <p>Behaviour chart/strategies set up.</p> <p>Phase Leader speaks to child.</p> <p>Weekly review with class teacher and Phase Leader logged onto Arbor.</p>
	Phase Leader	<p><b>Stage 5</b></p> <p><b>Behaviour is still a concern after stage 5:</b> Phase Leader meetings with parents.</p> <p>Behaviour reviewed with Phase Leader during regular meetings with the child.</p> <p>Consultation with SENCO IBP/External support as required.</p> <p><b>Recorded on and tracked on Arbor by class teacher and the phase leader.</b></p>	<p>Parent Meeting with the Phase Leader and Class Teacher.</p> <p>Weekly review with Phase Leader.</p>
	Headteacher	<p><b>Stage 6</b></p> <p><b>Behaviour is still a concern after stage 6:</b></p> <p>Phase Leader refers to Headteacher.</p> <p>Parents meeting with the Headteacher.</p> <p>IBP reviewed with SENCO, Phase Leader &amp; Headteacher</p> <p><b>Significant high-level behaviour to be recorded on My Concern under 'behaviour' by class teacher.</b></p> <p>Behaviour reviewed with Headteacher during regular meetings with the child.</p>	<p>Parent meeting with Headteacher.</p> <p>Options: Part time timetable OR Internal exclusion</p> <p>Follow up &amp; Review with HT &amp; parents.</p>

## Level 2 Behaviours

If in the same week, there is consistent challenging behaviour which has resulted in three restorative conversations this will be picked up by the Assistant Headteacher responsible for that phase of the school and passed on to the Headteacher. The AHT will arrange a meeting with parents.

An ongoing behaviour record and/or contract will be set up to monitor the behaviour. The AHT and Headteacher will monitor behaviour to ensure support is given to staff, parents, professionals and support is given to individuals. A daily or weekly meeting, as appropriate, between the child and a member of SLT will be set up to evaluate their contract and behaviour record.

### Examples of Level 2 behaviours are as follows:

Examples of persistent Low Level behaviours:	Examples of one-off incidents:
Behaviour that disrupts learning for others – shouting out Disturbing others with 'chat' and not getting on with work despite the two previous warnings	Playground arguments i.e. football (non-physical) Defiant behaviour – refusing to work. Verbal rudeness to adults Damaging property through carelessness

The immediate consequence of this level of behaviour will be to phone the parents to inform them of concerns.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Leader will support the class teacher to deliver suggestions and strategies. An Internal exclusion may also be used in some cases.

Where children are at significant risk of fixed term exclusion, a part-time timetable may be organised. The Headteacher has the responsibility for setting a part timetable and reviewing progress. Every child's education is paramount and in the case of a part-time timetable the class teacher will be responsible for providing the child with suitable work to be completed at home.

## Level 3 Behaviours

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher will be urgently and directly involved in managing this.

Level of Behaviour	Who is Responsible & Actions to Take:			Consequence for the child
<b>Level 3</b> <b>Severe disruption, unsafe behaviour or racist or homophobic incident</b>	<b>Headteacher</b>	<b>Stage 7</b>	<b>Severe Behaviour</b> Refer to Headteacher. Contact with parents/carers made. Internal exclusions Part-time timetabling discussed or Fixed Term Exclusion <b>Exclusions to be recorded on My Concern under 'behaviour' by class teacher.</b> PCSO may be asked to speak to child.	In school exclusion Fixed term exclusion Part-time timetable

### Examples of Level 3 behaviours are as follows:

- Bullying
- Verbal/racist abuse against an adult or pupil
- Damage to property
- Physical assault against an adult
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour
- Theft
- Absconding from the premises
- Spitting

## Exclusions:

In extreme cases, children will be excluded. The Headteacher has the responsibility for giving fixed-term or permanent exclusions in line with the NPAT Exclusion Policy. Every child's education is paramount and in the case of an exclusion the class teacher will be responsible for providing the child with suitable work to be completed at home.

Stage 1	Reminder
Stage 2	Reminder
Stage 3	Consequence – missed time.
Stage 4 5	See Phase Leader to discuss & parents informed
Stage 6 7	See HT to discuss & parents informed.

## Appendix D - Expectations of Behaviour

At Thorplands, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have:

### Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.
- Children are encouraged to greet adults politely, i.e. open doors.
- At the start and end of the school day children will be supervised to collect/put away their belongings from cloakrooms.

### Assembly

- Children should enter and leave assembly in silence and transition from their classes, unless otherwise explicitly directed to do so.
- Staff use non-verbal cues to direct children to maintain silence.
- All adults are role models for how to behave during assembly and have a responsibility to support children's behaviour regardless of whose class an individual may belong to.
- Children remain stood until directed to sit by their class teacher.
- Stand up to sing and sing!
- Children leave the hall in a well ordered line lead by an adult.

## Playtimes

- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- At the end of break and lunchtime teachers are out when the whistle blows/bell rings. The children then line up as a class. The class teacher then leads the class inside for lessons.
- Walk in with teacher quietly.
- If a class needs to repeat coming in quietly walking they will be asked to by an adult.
- Classes should be ready for the next lesson to start with equipment and books on desks.

## Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted.
- Children in KS2 are not expected to need the toilet during lesson time unless a parent has specifically made the teacher aware of a medical condition.

## Lunch Supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes. This should not mean that a child misses more than 10 minutes of their entire break. • If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.
- Internet should not be accessed during break or lunchtimes unless fully supervised by an adult.
- When dealing with behaviour during lunch and break times, staff will look to actively reward positive behaviours in line with the school values and rules.
- Behaviour that causes concerns will be reported to the class teacher and or a member of SLT by staff on duty so that it can be followed through if necessary.
- Nurture lunch is available to support children during lunch breaks. The headteacher/Inclusion Lead will decide who will attend.