

SECAT

*Building strong schools,
Building strong partnerships,
Building strong communities*

SOUTHEND EAST COMMUNITY ACADEMY TRUST

Thorpedene Primary School & Nursery



BEHAVIOUR POLICY

<i>Review date</i>	<i>September 2023</i>
<i>Reviewed by</i>	<i>J. Jackson-Mayo</i>
<i>Next review date</i>	<i>September 2024</i>

Promoting a Culture for Positive Behaviour

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.” (Paul Dix)

Statement

Thorpedene Primary School and Nursery is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct and encourage others to do the same.

In order to engender a positive culture for behaviour, and in recognition of the fact that school staff, parents and children need a framework to guide them, this Behaviour policy has been created.

As part of our school vision “Achieving, Caring and Respecting with Confidence” the pupil’s need to learn how to behave well, be good citizens and learn about rules and laws for when they reach adulthood. Our aim is to foster a school community where all children can learn and develop these attributes. We also recognise that within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

Aim of the policy

- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- Mutually respectful relationships are built and promote positive self-esteem
- Provide an orderly, safe, calm and caring learning environment, which provides a broad and balanced curriculum which is exciting, challenging and personalised
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches to support children in understanding and learning from their behaviour choices

Behaviour Expectations

In order to ensure a culture of positive behaviour for learning, we will encourage and reinforce the following expectations, as well as our core values. These are our 'Good to be Green' behaviours:

- Be ready to Achieve
- Be Respectful
- Be Safe

All school adults are responsible for helping to remind the children of these expectations and will take actions to be consistent within the school.

Staff will:

Model positive behaviours

Follow up the behaviour every time to retain ownership

Meet and greet the children

Catch children doing the right thing

Accompany children around the building and throughout transition

Praise children displaying our core values

Plan lessons and interventions that engage, challenge and meet the needs of all learners

Discuss behaviour choices privately

Allow take up time

Use of consistent language

Issue house points

Share and celebrate work with others

Issue certificates as part of weekly celebrations

Be mindful in the use of positive praise/negative language in front of others

Middle Leaders will:

Be a visible presence and encourage and praise positive behaviour

Support staff with children presenting more challenging behaviour

Support, guide and model expectations and positive behaviours, ensuring consistency

Ensure staff needs are identified and targeted

Celebrate staff and learners who go above and beyond

Senior Leaders will:

Meet and greet learners every day on the gate

Be a visible presence to encourage appropriate conduct

Provide additional support for staff with children presenting more challenging behaviour where necessary and prior interventions have not been successful

Celebrate staff and learners

In those cases where children need more support to control their behaviour, there are many systems in place to help them. Teachers are responsible for providing this support in the first instance, and where further support is needed, our Phase Leader team are able to offer advice and support to plan further strategies with the aim of enabling every child to succeed.

Pupils' rights and responsibility are championed. Every child has the right to be fully informed of responsibilities, rules and routines. Every child has a voice at Thorpedene and an entitlement to be heard. Teachers strongly encourage children to be "active listeners" within lessons. Each class has a pupil representative on the school council, and regular opportunities are provided for school councillors to seek and collate the views of their peers, and share discussion and actions direct from school council meetings. Staff members are represented at school council meetings and pupil/staff dialogue is built into daily community routine.

Year 6 Prefects and Play Leaders are intended to be role models to other students. Pupils' who fill this role are expected to act with decorum and be conscientious of the school rules. As Prefects and Play Leaders, these children are expected to act with maturity and work to preserve the school building and ensure all pupils conduct themselves respectfully, keeping our Core Values at the heart of what we do.

Much of the work that we do with the children and staff is about building a culture of positive relationships through developing respect for opinions, developing and understanding and appreciation of other cultures and beliefs.

House Point System

At Thorpedene we use a house system to promote the Core Values. The advantages of the house system are infinite. Houses provide not only an increased feeling of identity and belonging, they also provide pupils with a sense of tradition and abundant leadership opportunities. The house system is designed to embody the values and ethos of the school and aims to be an integral part of our school community. The aim is that the House Captains and the School Council will work together creating a stronger pupil voice to motivate students and further the community spirit of the school. The aim is to provide every pupil in each house with the following:

- a sense of belonging within the school community
- opportunities to develop social, intellectual, physical and practical skills
- a sense of achievement both inside and outside of the classroom
- fun and excitement through competition
- opportunities for leadership
- an awareness of individual and collective responsibility

House points will be totalled weekly and celebrated with the school community.

Promoting Positive Behaviours

As a school we promote positive behaviours for all our pupils in the following ways:

Weekly Golden Time

Positive rewards certificates/notes home

Cove Value specific stickers

Good to be Green stickers

Celebration Assemblies

Sharing positive behaviours with the Leaders and Senior Leaders

Reward events

House Points/Dojos

Consequences

Where children are unable to make correct choices and maintain the school rules and Core Values, the school has a range of sanctions, which can be applied in order for the children to reflect on their behaviour. In addition, we will inform parents and arrange meetings Class Teachers and a member of the Leadership Team if there is evidence of persistent poor behaviour. Our Behaviour Stages clearly defines how school staff manage behaviour and this is woven into daily classroom practice. Parents and carers should be aware of the

Behaviour Stages and understand how to support school staff and children with making correct choices.

At Thorpedene Primary School & Nursery we use a script to support the children when de-escalating behaviour:

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and...

Consequences

Behaviour that is unacceptable will lead to a consequence. At Thorpedene we have a variety of consequences which may be issued to individual children.

Restorative conversation

Missed break time and/or lunchtime

Missed Golden Time

Time out in classes

Time out in buddy classes

Reflection

Withdrawal from special events

Behaviour Plans

Report card

Detentions (in consultation with parent/carer)

Internal Suspension

Fixed term suspension

Permanent exclusion

Where necessary, a child may be supported with an individual behaviour support plan, which will be drawn up in collaboration with the teacher, child, parent/carer and the Inclusion team. The school reserves the right that in the event of serious misbehaviour they may use internal or fixed period suspensions. In some instances, if it is deemed appropriate, a modified learning plan may be implemented or a managed move to another school through the Fair Access Protocol procedures.

In extreme circumstances, where persistent behaviours are not being altered, despite the school support being offered, then there is a possibility of after school detentions. The

school may also seek the support of external services which may be offered before or after school.

Incidents of extreme behaviour can result in instant suspension by the Headteacher and cases are judged individually.

Children should only be sent directly to the Headteacher if they have committed an excludable offence. This list is not exhaustive but includes serious acts of violence and cases will be judged individually.

Any staff that are having difficulties in managing behaviour in their classroom are to speak to their line manager and request additional support.

Internal Suspension:

Our 'in-house' suspension base allows for children to have time out of class, supported by the Inclusion Team, to reflect on their actions and be supported in making the correct choices.

During this internal suspension, children will be set work to do by their class teachers. Before a child is returned to class, the Inclusion team will ensure that the child has completed all work, discussed and reflected upon their actions and is in an appropriate state to return to class. The child will be welcomed back in the learning environment with a fresh start.

Alternatives to suspensions/exclusions:

- Behaviour plans
- Progress reports
- Detentions

External Fixed Term Suspension:

Rarely, we are left with no alternative but to pursue a fixed term off-site suspension where work is set by the class teacher and is sent home.

If a child is undertaking a period of fixed term suspension, their parents/carers are responsible for ensuring the child remains at home for the duration of the suspension and not be allowed out of home during school hours. **They are not to enter the school site during the period of suspension.** Upon conclusion of this suspension there will be a return to school meeting with a member of the Senior Leadership Team.

Statement on the use of Physical Interventions

We use physical intervention as part of a positive and therapeutic approach to behaviour and culture. All of our staff are trained in the Essex Steps approach to non-restrictive therapeutic behaviour management. The only time that physical contact is made with a child is when a child is experiencing crisis and they are at risk of harming themselves, their peers or an adult. In addition to this, children may initiate contact with an adult such as taking their hand to hold whilst walking.

Who deals with unacceptable behaviour?

The adult responsible should deal with the inappropriate behaviour at the time. If they feel they are unable to do this, they should contact a colleague e.g., Teacher or LSA, member of staff with positive relationship with the child. If the child is becoming very upset with the responsible adult, consider using another class adult to calm the child down. This can be effective as the 2nd adult has not been part of the conflict and will provide the child with a fresh face that has not been part of the incident. If the behaviour is at a higher level, then a member of the Inclusion Team should be asked for support then escalated to a member of Leadership/SLT. If unsure, supporting adults should speak to the class teacher regarding even minor incidents and this is encouraged. Where stages of behaviour are accelerated during outside time, this will be communicated to the class teacher who can feedback to parents/carers. If the class teacher is not available for this to happen, the adult issuing the consequence will speak with parents/carers.

Recording unacceptable behaviour

All unacceptable behaviours are recorded on BromCom by staff dealing with the behaviour. A brief record of the behaviour and consequence are recorded on the child's BromCom system. In the event of serious behaviour incidents parents/carers will be contacted by a member of school staff.

Non- negotiable Behaviour Expectations

Achieving	Caring	Respecting	Confidence
“Be Ready, Be Respectful, Be Safe”			
Moving around school/Assembly	In the classroom	Wet play	Outdoor play
<p>Walk in and around school, quietly</p> <p>Agreed pupil line order, alphabetically is best</p> <p>Adults lead at start/end of the line, stop if needed to insist on positive transitions</p> <p>Children to hold the door for their peers, staff or visitors. Praised for doing so</p> <p>Quite Voices; Adults will wait for quiet</p> <p>Assembly: Children and staff should enter and sit in the halls silently.</p>	<p>Use strategies from Paul Dix training - WTAC</p> <p>Teacher must not attempt to teach over children’s voices; Wait for quiet; Share expectations when needed</p> <p>Quiet “Learning” Voices; Children know and understand helpful/unhelpful talk</p> <p>Children remain in class for teaching and learning session</p> <p>Safety and respect regarded for all property and equipment</p> <p>Children may get a drink or use the toilet only when the teacher is not teaching; one at a time</p> <p>Respect all everybody</p> <p>Sports: Long hair to be tied up, earrings removed, all other jewellery removed, no nail varnish</p>	<p>Children always supervised by a member of staff – LSA or class teacher</p> <p>Break kept within normal times to reduce disruption</p> <p>Children to be occupied with reading, wetplay activities and allowed snack, drink and toilet break before lessons resume</p>	<p>A member of the year group team is responsible for their class at break. Colleagues support each other in key stage play areas. Arrange replacement if on a trip. Classes cover absences of colleagues.</p> <p>Whistle to be actioned on time according to the timetable; children to stand still, then to line up in register order and taken into the building by staff.</p> <p>Duty adult decides if adventure trail areas are safe or too wet; No children should hang upside down or climb on the top</p> <p>Staff position themselves around the play area to closely monitor all children. Circulating and interacting with children. Adults positioned by doors and toilets</p> <p>Groups of staff should not be stood together</p> <p>No children to be left inside/outside unsupervised</p> <p>First aid kit taken outside during lunch. Any</p>

			<p>medication including Inhalers/ Epi-pen to be with children who need them urgently as per class list</p> <p>Class to always be supervised on the way out to play –particularly 6 coming downstairs</p> <p>Children do not re-enter the building without adult permission and are not to be in a classroom unsupervised.</p> <p>If children need to stay in for any reason, they will be supervised by a year/phase staff member</p> <p>Teaching staff must collect and return the children to class promptly at the end of play and lunch</p> <p>Children sit on the bench/stand by wall outside, briefly (5- 10 mins max) if they have not behaved well and need to reflect about what they have done then return to play</p>
--	--	--	--

Stage	Action examples
Good to be green	I am respectful I am achieving I am caring towards myself and my peers I am working well in class Looking forward to Golden Time
Stage 1 Redirection stage	Verbal reminder Visual cues Take up time Reminder of expectations
Stage 2 Old yellow	Time out in class Seat change Discussion with child at first break CT conversation with parent/carer at end of the day
Stage 3 Old orange	Buddy class time out 20 minutes lost at lunch Learning Mentor support for restorative work 5 Minutes of missed Golden Time. This can be earned back CT conversation with parent/carer at end of the day
Stage 4 Old Red	Removal from class to complete work (either there and then or following day) Restorative work Meeting between parents CT and PL/SLT Use of Buddy class Missed break and lunch the following day
Stage 5	Formal meeting with parents/carer and Deputy Head/Headteacher/Behaviour Lead to discuss behaviour report implementation

**Any child who receives a sanction prior to a trip/visit/residential/extra curricular activity, will have this reviewed with the possibility of not attending – to be in consultation with SLT.

**SLT reserve the right to suspend children from sports events due to behaviour concerns.

** We recognise that some children will need alternative arrangements for a variety of additional needs. These arrangements can be made in liaison with a member of SLT (SENCo and Behaviour Lead) , and decisions will be made based on the relevant medical or external agency advice.

**** Where stage 3 behaviour has been shown by children on Fridays, this will result in either 20 mins missed lunch or missed 20 mins of Golden Time (dependent on capacity). This is to ensure that the sanction has taken place and closed off by the end of the week.**