

# Thorpedene Primary School



*Achieving, Caring &  
Respecting with Confidence*

## Behaviour Policy

Update – February 2020

**In order to support positive behaviour, and in recognition of the fact that children need a framework to guide them, this Policy for Positive Behaviour has been created. Our aim is to foster a school community where children can learn and develop as caring and responsible citizens. We recognise that within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.**

At Thorpedene Primary School the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to reveal how they feel in various situations. The school has effective multi-agency links where information can be appropriately shared to help children achieve and be successful.

Our Inclusion Manager leads a team which includes Learning Mentors/ assistants and a Senior Pupil Welfare Officer. They provide a complementary service to teachers and other staff, addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, absence, behaviour and abuse to working with able and gifted learners who may be experiencing difficulties.

Good attendance and punctuality are important habits that we want to develop to help children succeed in the future. Every lesson counts, and being in school every day gives children the best opportunity to be successful with their education. We celebrate both those pupils with 100% attendance and those with significant improved attendance. Our curriculum is varied, lively and interactive and pupils enjoy their learning.

We understand the importance of involving families and the wider community in encouraging children's positive behaviour. Teachers have regular contact with parents and carers from informal chats at the end of the day, to formal parents' evenings and reports. During these times, teachers give praise for positive attitude and behaviour shown by the children as well as informing parents of times when children have made the wrong choices. We aim to build positive relationships with families through events held during the school year. These may include school trips, assemblies, summer fairs and charity days. Families are kept informed of the school curriculum through half termly newsletters and regular updates on the school website. This partnership between school and home is essential to show children the importance of continuing their learning beyond the school gates.

As a way of encouraging our pupils to show respect, we require them to wear school uniform and we ask parents and carers to ensure their children are dressed appropriately for school every morning. Children should also have PE kits in school so they can participate in all activities during lessons.

All appropriate measures are applied in relation to everyone who works in the school. This includes volunteers and staff employed by contractors. All children are encouraged to share any concerns or worries they may have and they can do this in a variety of ways, e.g. talking to their teacher or a member of support staff, worry boxes are in every class for the children to put in any of their concerns.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. All

members of staff are clearly identified, and it is the policy of the school to challenge any person not wearing appropriate identity.

As we strive for the greatest learning community, we are passionate about our learners achieving their very best within our school. Every stakeholder has an impact on our children's positive learning behaviour therefore a variety of strategies are put in place to facilitate this. Positive comment and feedback is regularly given to our learners on how to behave appropriately throughout the wide curriculum opportunities we give them. This prepares them with lifelong behaviour skills for a variety of different social situations. On a daily basis, verbal praise and our weekly celebration assembly are amongst our main reward systems and pupils achievements are immediately recorded and shared.

The environment also promotes good emotional well-being due to various displays celebrating achievements through work and photos. For the children who demonstrate good learning behaviour throughout the whole week they are rewarded by being awarded a certificate in assembly. We believe these behaviour strategies convey the message to all pupils that behaving appropriately in school is paramount to enable a positive behaviour for learning climate.

### ***House 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

At Thorpedene the rewards for good behaviour far outweigh the sanctions for unwanted behaviour. Teachers use praise, special helpers, house points and class Dojo. Most children understand what is not acceptable and the majority of unwanted behaviours are dealt with at this stage by the teacher.

In those cases where children need more support to control their behaviour there are many systems in place to help them. Our Inclusion Team are usually the first port of call to ensure that everything is followed up in order to plan for support, which ensures the best possible outcomes for all pupils.

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 are intended to be role models to other students. Students who fill this role are expected to act with decorum and be conscientious of the school rules. As prefects, these children are expected to act with maturity and work to preserve the school building and ensure all pupils conduct themselves in an orderly fashion.

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

### ***Sanctions***

Where children are unable to make the right choices the school has a range of sanctions, which can be applied in order for the children to reflect on their behaviour. These can include missing a playtime, spending time in their buddy class or being removed from the playground. In addition, we will inform parents and arrange meetings with Senior Teachers if there is evidence of persistent poor behaviour.

The only time any physical contact would be made with a child would be through team-teach trained staff who are trained to support extreme behaviour challenges if they arise. Aside this, there is a general approach of 'no touch' with school staff. Staff should not initiate any contact with pupils but pupils may, for example, choose to take an adults hand to hold whilst walking

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 and the Inclusion Team. The school reserves the right that in the event of serious misbehaviour they may use internal or fixed period exclusions. In some instances if it is deemed appropriate a reduced timetable 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 that after school detentions may be used as part of red card consequences. The school may also seek the support of external services.

### ***Rewards***

'Fab Fridays' - Teachers have individual control of how to promote the positive aspects of learning and behaviour throughout each week in their classes. This should not detach from

learning through the day, but can use a short period of the afternoon as an individual class / year group / phase reward.

Through each day, staff will be giving out stickers and house points to children across the school for demonstrating the schools core values of Achieving, Caring, Respecting with Confidence. These children names will then be given to the deputies each week and the children's names will be regularly celebrated on the stage board in Starboard/Port Hall.

# Thorpedene Primary School

## Consequence System

### Initial Behaviour →

- A pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that they have a choice to follow the rule and comply with an adult request or, if they repeat the same behaviour, then they will be asked to sit by themselves at the time out table for 5 minutes to calm down and respond appropriately.

### EYFS Only Suns & Clouds →

- BEFORE going for in-class timeout, after warnings, an EYFS child's peg can get moved to the warning cloud. From here, they can earn their way back to the sunshine or progress to the sad cloud (and lose 1 minute of golden time). If they do not earn themselves back from the grey cloud by making positive choices, can THEN progress to in-class time out.

### Behaviour Continues →

- The pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that they have a choice to follow the rule and comply with an adult request or if they continue to repeat the same behaviour then they will be asked to go for 10 minutes time out in their buddy class to complete a behaviour sheet.

### Behaviour Continues →

- The pupil is to go to their buddy class for 10 minutes at KS2 or 5 minutes at KS1 to fill in a sheet about their behaviour.
- They then return to their classroom and continue with the lesson. The sheet will then be discussed with the child at the first break, either lunch or play. If the child gets to this stage during the afternoon, then the sheet should be discussed as soon as possible.

### Behaviour Continues →

- A pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that if they repeat the same behaviour then they will be given an **Orange Card**.
- The pupil will then have this recorded in a behaviour file and will have to stay in for the following break time. The teacher will need to speak to the parents at this time. Learning Mentors will oversee the missed break time.

### Consistent behaviour issues →

- Two **Orange Cards** within ten school days will result in the third incident becoming a red card.
- One **Red Card** results in the child having a consequence and a letter being sent home.
- Two **Red Cards** within four weeks will result in an In-School Exclusion

\*\*Any child who receives a card cannot represent the school for a week from when the card is issued.

\*\*SLT reserve the right to suspend children from squads due to inappropriate behaviours

**Children can be given a red card instantly by a Senior Leader (Head / Deputies) for more serious incidents of poor behaviour.**

**A red card is a serious consequence and should only have been given after the all other stages have been followed first.**



Step 10- **Headteacher involvement**

Step 9- **Deputy Meeting** with Teacher, Child, Parent / Carer

Step 8- **Two Red Cards** In school exclusion

Step 7- **Follow up Meeting** Teacher, Phase Leader & Parent / Carer

Step 6- **After two Orange Cards** in 10 school days, 3rd becomes Red (consequence, letter home)

Step 5 – Further verbal reminder → **Orange Card** (miss 1 break, parent/carer discussion)

Step 4 – **Discussion** with class teacher

Step 3- **Time out** in Buddy Class (10 minutes)

Step 2- **Time out** within own Class (5 minutes)

Step 1a/b – **EYFS Only** Warning cloud / Grey cloud

Step 1- Teacher **Verbal Reminder**

**Don't climb the ladder!**



## Thorpedene Primary School Behaviour Ladder 2019-20

**Incidents of extreme behaviour can result in instant exclusion by the Headteacher without going through the whole system 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 the Inclusion Leader and request additional support.

**Internal Exclusion:**

Our 'in-house' exclusion base allows for children who have progressed up the ladder 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 exclusion, 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.

**External Exclusions:**

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

If a child is undertaking a period of fixed term exclusion their parents/carers are responsible for ensuring the child remains at home for the duration of the exclusion and not be allowed out of home during school hours. Upon conclusion of this exclusion there will be a return to school meeting with either the Headteacher or Deputy Head(s) to discuss next steps.



**Buddy Class lists 2019 – 20**

Swans	→	Puffins
Puffins	→	Swans
1T	→	1S
1S	→	1T
1M	→	1S/1T
2S	→	2C
2C	→	2S
3O	→	3P
3P	→	3O
3L	→	4N
4N	→	3L
4K	→	4H
4H	→	4K
5L	→	5O
5O	→	5L
5D	→	6S
6S	→	5D
6C	→	6E
6E	→	6C

# Thorpedene Primary School

## KS2 Behaviour Sheet

What did I do?

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What should I have been doing?

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What stopped me doing what I should have done?

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What can I do that would stop the problem happening again?

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Any other comments:

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I discussed this with my teacher on: \_\_\_\_\_

Signed: \_\_\_\_\_ and \_\_\_\_\_

# Thorpedene Primary School



*Achieving, Caring &  
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Date: \_\_\_\_\_

Dear \_\_\_\_\_,

I'm very sorry to have to inform you that your child, \_\_\_\_\_, was given a Red Card today for

\_\_\_\_\_.

At lunchtime Emily had been arguing with the staff on duty and returned to class in a bad mood. This affected her behaviour and she was asked to go for "time out" within class to calm down. Following her "time out" Emily then shouted at the Teaching Assistant when he was dealing with another child telling Mr Sloper to "leave him alone" and kicked Mr Sloper on the foot.

This may have been accidental however Emily's actions following this lead me to believe that this was done in temper which is what Mr Sloper reported at the time. Rather than apologising Emily started arguing further and refused to leave the class to talk to myself about her behaviour when asked by her teacher. I had to come to collect Emily from class and initially she refused to leave to talk with me, she eventually left the class whilst being quite rude when I asked her to tell me what had happened. I have since found out that after returning to class Emily went on to kick another child at the end of the day.

A Red Card means that Emily will miss her playtime for the next three days. A second Red Card will result in a class exclusion so it's important that Emily understands that she should not argue with adults in school and needs to control her temper. We would very much appreciate your support in talking to Emily about this behaviour.

Please see either myself or Emily's class teacher if you require more information.

Yours sincerely,

Deputy Headteacher

**Thorpedene Primary School**



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Date: \_\_\_\_\_

Dear Parent,

Your child, \_\_\_\_\_, has been given a second red card for poor behaviour.

This has resulted in your child being excluded from their classroom for a week. Your child will be able to earn their place back in their class gradually as their behaviour improves. The Class Exclusion Procedure is explained on the attached sheet.

If your child has not earned their place back in their class after two weeks then a more formal fixed term exclusion may have to be considered.

The Class teacher will be able to provide more information.

If you wish to make an appointment to meet with the deputy head teacher or class teacher, please do so via the school office.

Thank you.

Yours sincerely,

Miss Walsh  
Headteacher





*KS1 Draw a picture to say sorry.*



Thorpedene Primary School

Red Card Recording Sheet

Class:	
Name:	Date:
This red card was received for:	
Teacher:	
Phase Leader / Senior Leader:	





Thorpedene Primary School

Red Card Recording Sheet

Class:

Name:

Date:

This red card was received for:

Teacher:

