

Thorpedene Primary School



*Achieving, Caring &
Respecting with Confidence*

Behaviour Policy

Signed by Chair of Governors

Date

Updated September 2020

Promoting Positive Behaviour

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 priority. We believe that all children should be kept free 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.

We have our Core Values: Achieving, caring and Respecting with Confidence, which feed into our 6 **Golden Rules** which are in place to secure our positive behaviour at Thorpedene Primary School:

- We listen carefully
- We are kind and gentle
- We are helpful to others
- We work hard and try our best
- We look after property - our own and of others'
- We are honest and respect others

Our Senior Leadership Team leads a team which includes Learning Mentors and Nurture Learning Support Assistants as well as a 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 and this includes informal chats at the end of the day to formal parents' evenings and reports. During these times, teachers give praise for positive attitudes and behaviour shown by the children as well as informing parents of areas of behaviour which require improvement. 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 regular newsletters and regular updates on the school website and app. This partnership between school and home is essential to show children the importance of continuing their learning beyond the school gates using a triangulated approach to education.

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. We have a Wellbeing Leader and all staff take part in regular development sessions to enhance their understanding of how to support pupils.

The school is committed to ensuring that pupils are aware of what is not acceptable and how to keep themselves safe. The school shares a commitment 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 comments and feedback are 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. Positive reinforcement is given on a daily basis through verbal praise and via our weekly celebration assembly.

Rewards

At Thorpedene the rewards for good behaviour far outweigh the sanctions for unwanted behaviour. We have high expectations for behaviour for all children. We recognise and value good behaviour by using praise and we reward children who consistently keep the Golden Rules and who model the Core Values by offering praise, special helpers, house points and class Dojo points.

Throughout 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.

House Points are given to children at any time of the school day by any member of staff. They are recorded and class totals are shared and celebrated in our assemblies on Fridays.

We also give children certificates in Friday assemblies which are linked to the Core Values. Children can be awarded an individual certificate which identifies which value they have particularly modelled that week and the reason they were chosen for this. We have a different certificate for each value.

‘Fab Fridays’ - Teachers have individual control of how to promote the positive aspects of learning and behaviour throughout each week in their classes e.g. earning ‘Golden Time’, Dojo rewards, marbles in a jar etc. This should not detach from learning through the day, but can use a short period of the afternoon as an individual class reward.

House Point Weekly Rewards – each week the class house points will be counted and collated and the class who have earned the most house point will receive a reward from the ‘reward pot’ or an extra playtime led by class teacher

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

In those cases where children need more support to control their behaviour there are many systems in place to help them. Our Point of Contact 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. The Point of Contacts are able to offer advice and support for teachers. They should not be called out of class during teaching time.

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 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 with a member of the Leadership Team 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 Learning Mentor 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.

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.

Point of Contact

A Point of Contact staff member is available to seek advice for low level behaviours before support from Learning Mentors and Leadership is gained. They will support Steps 1-5 of the Behaviour Ladder and will sign off Orange Cards and meet with parents alongside the class teacher where necessary.

| | | | |
|--|---|---|--|
| First Point of Contact EYFS/Year 1 – Jo Matthews | | First Point of Contact Year 2 – Julie Seymour | |
| First Point of Contact KS2 Downstairs – Lou Oliver | First Point of Contact Year 4 – Jo Powell | | First Point of Contact KS2 Upstairs – Jenny Stokes |
| Second Point of Contact EYFS/KS1 Laura Cade | | Second Point of Contact KS2 Sandra Lieberman | |

Thorpedene Primary School Consequence System

| Sanctions | Curriculum Time | Lunch/Playtime |
|--|--|--|
| Reminder Led by Class teacher | <p>If a child breaks a Golden Rule: Staff...</p> <ul style="list-style-type: none"> Ask the child which Golden Rule they are breaking. Explain which rule if the child does not know. Politely ask them to stop. Move them to another seat/place if this will help the child to keep the Golden Rules. In class time out Take up time <p>Reminders are not given if a child is hurting another child. A 10 minute sanction is immediately applied in these incidences.</p> | <p>If a child breaks a Golden Rule: Staff on duty...</p> <ul style="list-style-type: none"> Ask the child which Golden Rule they are breaking. Explain which rule if the child does not know. Politely ask them to stop. Move them to another part of playground/space or ask them to play with someone else if this will help the child to keep the Golden Rules. <p>Reminders are not given if a child is hurting another child. A 10 minute sanction is immediately applied in these incidences.</p> |
| 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 5 minutes 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. | |
| Yellow Card Led by Class teacher | <p>If a child in continues to break Golden Rules following a reminder/warning they have time out for 10 minutes during the next playtime with class teacher. Reflection sheet completed and returned to the Learning Mentor.</p> <p>The Yellow Card needs to be recorded as "YC" on SIMS as a comment. Parents will be informed at the end of the school day by the class teacher.</p> | <p>If a child continues to break Golden Rules following a reminder/warning they will have 10 minutes time out if there is time left within the playtime/lunchtime.</p> <p>The child will spend 10 minutes time-out at side of play area near a member of staff.</p> <p>Duty staff inform the learning mentor if a child has had a time out or needs to lose 10 minutes of the next lunchtime. Reflection sheet completed and returned to the Learning Mentor This is recorded on SIMS by the Learning Mentor. Parents will be informed at the end of the school day by the class teacher.</p> |
| ALL CHILDREN INCLUDING THOSE WITH AN INDIVIDUAL BEHAVIOUR PLAN WILL FOLLOW THE SYSTEM UP TO THIS POINT. IF THE BEHAVIOUR CONTINUES THE INDIVIDUAL BEHAVIOUR PLAN WILL BE FOLLOWED | | |
| Orange Card Led by Learning Mentor | <p>If a child continues to break Golden Rules on the same day they have time out for 20 minutes during their lunchtime. The child will stay within a supervised area and will be expected to complete a 'Reflection' sheet. (Appendix 1/4/5)</p> <p>The child's attendance and successful completion of time out will be recorded by the supervisor of the time out on SIMS. Parents will be informed at the end of the school day by the class teacher</p> | <p>If a child continues to break Golden Rules following a reminder/warning they will have 20 minutes time out if there is time left within the playtime/lunchtime.</p> <p>The child will spend 20 minutes time-out at side of play area near a member of staff.</p> <p>Duty staff inform the Learning Mentor if a child has had a time out or needs to lose 20 minutes of the next break. This is recorded. Parents will be informed at the end of the school day by the class teacher.</p> |
| 2nd Orange Card | As above | A above |
| Red Card – agreement with SLT Led by Learning Mentor | <p>Following the steps above if a child continues to break the Golden Rules, they will receive a Red Card sanction.</p> <p>This will also happen immediately, without following the stepped sanctions, if a child is physically aggressive, prejudiced in any way or if they are found to be bullying another child.</p> <p>They will spend the rest of that school day in the Reflection area supervised by a staff member to complete their work following a Reflection sheet.</p> <p>They will also meet with a member of the Senior Leadership Team to discuss their behaviour.</p> <p>This is recorded on SIMS. Parents will be informed on the same day</p> | <p>If a child continues to break the Golden Rules they will be sent inside immediately to:</p> <ul style="list-style-type: none"> stay in for the remainder of the lunchtime. <p>They will also meet with the class teacher and the Point of Contact to discuss their behaviour.</p> <p>This will also happen immediately, without following the stepped sanctions, if a child is physically aggressive, prejudiced in any way or if they are found to be bullying another child. In this instance they will also meet with a member of the Senior Leadership Team to discuss their behaviour.</p> <p>This is recorded. Parents will be informed on the same day</p> |



Thorpedene Primary School

KS2 Reflection Sheet

What did I do?

What should I have been doing?

What stopped me doing what I should have done?

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

Any other comments:

I discussed this with my teacher on: _____

Signed:

Child -

Teacher:

Thorpedene Primary School



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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

KS1 Reflection Sheet

[illegible]

Thorpedene Primary School

KS1 Reflection Sheet



KS1 Draw a picture to say sorry.

A large, empty rectangular box with rounded corners, outlined in black. It is intended for a child to draw a picture to say sorry.