

## THORNHILL PRIMARY SCHOOL Behaviour Policy

**Good behaviour is essential to successful teaching and learning.**

**If children make the wrong choice they not only disrupt their own learning but affect the education of the children around them.**

Our vision for Thornhill is 'To be the very best we can' and we are committed to providing a happy, friendly, safe and encouraging place where everyone feels welcomed and valued. Our school is a place where every child is encouraged to take responsibility for their own learning and actions; high standards of both, achievement and behaviour are expected.

At Thornhill Primary School we have identified 10 core values (principles that guide our thinking and behaviour) to underpin all that we do. We expect everyone who is a part of our school community to adhere to our chosen values.

- Determination
- Friendship
- Hope
- Consideration
- Love
- Equality
- Self-belief
- Pride
- Peace
- Courage

### **General School Rules**

1. To do our best
2. To treat everyone with respect
3. To show good manners
4. To follow instructions of all school staff
5. To take care of all property
6. To play kindly

### **How we encourage and reward good behaviour?**

It is important to us that as part of the process of maintaining a positive environment within our school, children's good behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour.

Our positive reinforcement techniques include:

- Verbal praise
- Stickers
- House points
- Workers of the week certificates
- Special person certificates
- Celebration assemblies
- Praise Postcards
- Positive visits to SLT members
- Positive calls/emails to parents/carers
- Gold cards

'Gold Cards' are issued by class teachers to children who consistently make the right behaviour choices. These cards, which can be taken home, can be saved up and exchanged for gifts at the Thornhill Prize Centre.

### **How we manage and discourage unacceptable behaviour?**

#### **Behaviour card system**

In order to give our children every chance to succeed, we make use of a card system, which structures how behaviour is managed at Thornhill. This system is all about helping our young people to make the correct choices, whether in or out of the classroom.

The card system starts with an adult giving an instruction to a young person. If the young person makes the correct choice, then no further action is needed.

#### **Warning one: White card**

If the young person fails to make the correct choice, they will be issued with a white, warning card, be given a reminder and offered five minutes 'time out'.

#### **Final warning: Yellow card**

If the young person continues to not make the correct choice then a final yellow, warning card will be issued, and a further reminder of the expected standard will be given.

#### **Orange card**

If the young person still continues to make the incorrect choice then an orange, detention card will be issued. These detentions will be held during part of the lunch time period, in a supervised room. During this time, the child will complete any work that hadn't been finished and will have the opportunity to reflect on their behaviour choices, by completing a reflection sheet and discussing what has happened with an adult. Parents will be noticed whenever a pupil has a lunch time detention.

#### **Red card**

On the rare occasion that a child's behaviour would further deteriorate, class teachers in Key Stage 2 will determine when an after-school detention can be arranged. At this point, parent, child and teacher will meet to discuss what has occurred and try to identify any triggers. A plan will then be implemented to help support the child with their behaviour.

Three lunch time detentions in any one month will automatically trigger an after school attention.

All negative behaviour incidents, which lead to a detention, will be logged on a school incident form.

#### **Ensuring consistency:**

This policy is to be implemented throughout the school and every member of staff is expected to adhere to it. Any supply staff that come into the school should receive a copy of Appendix One, along with summary information on each young person's specific need. This will assist them to plan lessons and manage classroom behaviour in a manner that the pupils are used to. Electronic copies of this policy will also be placed on the school website.

This policy is to be openly shared with parents and carers so that they can use this structure within their own homes if they wish. The continuity of home and school behaviour management will hopefully give our young people more consistency throughout their lives and aid them becoming more rounded individuals.

#### **Roles and responsibilities**

##### **GOVERNORS**

- There will be a named governor responsible for behaviour: Natalie Matthews.
- The Governor will monitor, review and amend the policy, when necessary.
- The Governor will monitor detention and incident forms.

### **SENIOR MANAGEMENT**

- A named member of SLT will oversee the implementation of behaviour and discipline procedures across the school.
- They will liaise with outside agencies with regard to general behaviour policy procedures.
- They will regularly monitor and evaluate the effectiveness of the behaviour policy.
- They will support staff in dealing with behaviour issues.
- They will coordinate training for staff.
- They will ensure a copy of this policy is made available to every member of staff upon their induction and ensure they sign to confirm that they have read and understand it.

### **CLASS TEACHERS/TEACHING ASSISTANTS**

- Must record and evaluate incidents of inappropriate behaviour.
- Must complete incident forms when necessary.
- Will refer serious concerns to the SENCo or member of the Senior Leadership team.
- Ensure that they receive, read and sign to say they have read a copy of this policy.

### **LUNCHTIME SUPERVISORS**

- Have the same authority as all other school staff with regards to discipline and are expected to implement the card system in the dinner hall, playground and any other area around the school.

### **PARENTS/CARERS**

- Should agree to the expectations of pupils' behaviour in the school policy and actively encourage their child to comply with these standards.
- Can support the school and contribute towards achieving these standards, by reporting on progress and achievements of their children.
- Should report any concerns they have to the school.

### **PROMOTION OF SELF-ESTEEM AND SOCIAL SKILLS**

At Thornhill Primary School we strive to encourage and promote positive self-esteem. We recognise the importance of building and maintaining positive relationships with the children and look for opportunities to acknowledge differences and individual worth in the following ways:

- Every class has an elected school councillor, who seeks the view of the pupils they are representing.
- PSHCE lessons are well planned and delivered to promote self-esteem.
- Regular opportunities for 'Me Time' type of activities.
- A differentiated curriculum is delivered where every pupil can achieve.
- Children's achievements in and outside of school are celebrated.
- Current teaching styles which promote group work discussion and effective decision making are used.
- A range of extra-curricular activities are available to ensure skills are developed and the children become well-rounded.

<p><b>WARNING 1</b></p>	<p><b>YELLOW CARD</b></p>	<p><b>ORANGE CARD</b></p>	<p><b>RED CARD</b></p>
<p>NOT FOLLOWING INSTRUCTIONS</p>	<p>You have chosen to ignore the first warning.</p>	<p>You have chosen not to do as an adult has asked you.</p>	<p>You have again chosen not to do as an adult has asked.</p>
<p>TALKING AT THE WRONG TIME</p>	<p><b>You have now received a yellow card.</b></p>	<p><b>You have received a LUNCHTIME DETENTION</b></p>	<p><b>You have now received an AFTER SCHOOL DETENTION</b></p>
<p><b>If you make the right choice <u>no</u> <u>more</u> warnings will be given.</b></p>	<p>Disruption of learning  Arguing  Defiance</p>	<p>Continued disruption of learning  Damaging resources  Leaving the classroom without permission  No homework  Foul language  Bullying / fighting  Y6 / 6 refusing to wear a tie</p>	<p>Disruption of learning  Aggressive arguing  Violence  Non-compliance  Persistent incorrect uniform / PE kits  3 lunchtime detentions lead to an after school detention.</p>
	<p><b>This is your <u>final</u> warning!</b></p>	<p><b>This list is not exhaustive, teacher's discretion may be used to issue detentions as needed.</b></p>	<p><b>Your behaviour has led to an after school detention.</b></p>