

Thornhill Primary School Behaviour Policy

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Introduction

At Thornhill Primary school, we aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Staff at Thornhill are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of children and to their happiness and well-being.

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.

At Thornhill Primary School our vision is to develop happy, motivated pupils, staff and governors who are;

- Able to work together as a whole school community
- Willing to embrace change, be innovative and respond to new ideas
- Able to express themselves with confidence
- Willing to learn and aspire to be the best
- Able to give, receive and value feedback

We will achieve this by;

- Creating an environment for learning that is stimulating and enjoyable for both pupils and staff
- Focusing on improving standards of attainment and progress through enquiry and curiosity
- Providing a positive 'can do' culture where praise, respect and encouragement prevail and where self - esteem is high
- Embedding self-respect and self-discipline in work and behaviour
- Listening to our school community, valuing their views and acting on what they say
- Working in partnership with other professionals in order to improve our provision and practice

We have identified 12 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.

Peace, Respect, Hope, Friendship, Courage, Pride, Confidence, Kindness, Positivity, Compassion, Tolerance, Self-belief

Thornhill School Rules

We expect all children at Thornhill to follow the behaviours which are captured in our School Rules:

- Always be kind and caring.
- Always try your best.
- Always speak nicely to each other and listen while others are talking.
- Always follow instructions given by a member of staff.
- Always respect the people and property in our environment.
- Always play nicely and never fight.

Responsibilities

In addition to our school rules, each member of our school community has a responsibility to work together in providing a positive environment that enables all children to reach their full potential

Responsibilities of Children:

- To treat adults and other children with respect and politeness
- To be welcoming and respectful towards guests and visitors
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for choices in their own learning and behaviour

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

Responsibilities of Parents/Carers:

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. The key responsibilities of parents are below and should be read in conjunction with the Home School Agreement.

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage manners and respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day.

Promoting positive learning behaviour at Thornhill

We work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

Behaviour is learnt and therefore can be changed or re-learned. We aim to teach the children at Thornhill how to behave well and to be considerate and self-disciplined individuals. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places with, or on behalf of the school.

Children are expected to follow these rules in every lesson:

- Respond promptly to the signal for attention
- Follow instructions from teaching staff, including assistants, when given
- Remain on task as directed
- Listen when others are speaking

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Thornhill School have a responsibility for behaviour. They need, wherever possible, to support our culture and ensure that they treat pupils with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff and voluntary and parent helpers.

Our approach to good behaviour is based on the understanding that positive actions and rewards are generally more effective than negative actions or sanctions. We use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding:

- Recognising right and wrong
- Following good examples
- Sharing
- Working and playing co-operatively
- Using resources wisely and carefully
- Helping others
- Reporting problems to adults who can help.

What kind of rewards do we use?

At Thornhill, the emphasis is on positive 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.

We praise and reward positive behaviour by:

- Praise – verbal, written, sticker, friendly word or gesture, referral to another adult and certificate
- Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job or responsibility (e.g. give out registers, take messages).
- House points, Dojos,
- Informing parents – communicating good news whenever possible, sending home messages, certificates that celebrate excellent learning or sometimes a phone call.
- Weekly Celebration Assemblies – commending children for hard work, good manners, sporting achievements, improved behaviour etc.

'Golden Tickets' 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.

The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

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 notified 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.

Other Red Card Behaviours Include:

- Violent behaviour such as fighting
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff
- Damage to property

The above behaviours may result in a fixed term Internal or External Exclusion, appropriate to the seriousness of the incident and in line with Exclusion policy.

Three lunch time detentions in any one month will automatically trigger an after school attention. All detentions will be logged on the schools' data system, for monitoring and analysis

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 child'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.

Behaviour at playtime and lunch time

We expect our children to behave well and follow the Thornhill Rules at all times – both in the building and outside in the playground.

Time Out

Time out is given when children become involved in low level incidents such as over-excited play, rough play, arguments, or disputes over equipment. Children who become involved in such incidents will be warned and may be asked to sit on the "time out bench" in the playground to reflect upon their behaviour and "cool off". Playground behaviour incidents are recorded on the Playground Incident Form and filed in the "Playground Incident File". The file is managed by the Senior Midday Meal Supervisor. Incidents are monitored regularly. The Senior Lunchtime Supervisor is responsible for reporting any concerns that may need addressing immediately.

Red Card Behaviour

When a child displays Red Card behaviour, the Senior Leader on duty is informed immediately and collects the child from the playground. The school Red Card procedure is initiated, in the same way as for Classroom behaviour. Red Card behaviours initiate the same procedure as defined above in the Classroom Behaviour section and are defined in the same way:

- Violence of any kind
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff
- Damage to property
- Persistent defiance in spite of Amber reminders

Parent Support

The Headteacher may consider asking parents to accompany their child in school during lunchtimes in cases of repeated or extremely inappropriate behaviour.

Lunchtime Exclusions

In exceptional circumstances parents/carers may be asked to pick their child/children up at the beginning of lunch time and escort them back to school at the end of lunch time.

Exclusions

Internal exclusion

At Thornhill, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences in a reflection room on site, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of Red Card behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in her absence the Deputy Head teacher may exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by a member of the Senior Leadership Team,

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Central Bedfordshire guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter which will always be sent out with an exclusion.

Children with special educational needs

We expect all children to abide by the Thornhill Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties:

- Have regular meetings with their teacher/SENDCo and parents/carers to discuss appropriate support.
- May be placed on a 'daily/weekly report card' by SENDCo. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. The form will be shared with parents/carers
- Have targets for improved behaviour on their Pupil Support Plan
- May have an individual Behaviour Plan.
- Meet regularly with the SENDCo to discuss progress.

Children who have an Education, Health and Care Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets

Identifying and recording incidents

- Behaviour Log - when appropriate, teachers keep records of a child's behaviour in a Behaviour Log, so that professionals can build a picture of the needs
- Playground Incident File – incidents and consequences are recorded in the Playground Incident File that is monitored by the SMT
- Incident Form – incidents and actions are recorded on the school Incident Form and sent to the Office manager for recording onto the schools' data system where it will be analysed and monitored by Headteacher and Governors

Recording of strategies for improvement

- The class teacher and SENDCo record targets for the pupil on his/her Pupil Passport if the pupil has identified SEN.
- Pupils may be given a report card to monitor daily progress, which is shared with parents.
- Reports from Educational Psychologists and other outside agencies will assist staff in managing pupil behaviour and raising self-esteem

Evaluation Criteria

Pupil behaviour has improved if:

- The pupil achieves his/her targets.
- The pupil no longer requires a weekly report card.
- The pupil is not registered in the lunchtime behaviour incident log or class behaviour chart.

Monitoring and Support

All staff are responsible for monitoring and supporting children's behaviour at Thornhill.

The Headteacher, uses contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported to the Governing Body each term.

Responsibility for the planning and implementation of behaviour support plans lies with all staff involved. The SENDCo will provide additional support, as required.

Roles and responsibilities

Governors

- There will be a named governor responsible for behaviour: Tony Swain
- 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: J. Lawson

- 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 and return to the school office to be recorded electronically
- 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 our 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, for those that require it
- A differentiated curriculum is delivered so that every pupil can achieve.
- Children's achievements in and outside of school are celebrated.
- Current teaching styles promote group work discussion and effective decision making .
- A range of extra-curricular activities are available to ensure skills are developed and the children become well-rounded.

Appendix 1 - Strategies to promote positive behaviour

Public praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Be consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority?

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement

What happens when things go wrong?

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- sufficient to discourage a repetition
- involving parents, where deemed appropriate

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