



Thornhill Primary School Behaviour Policy

This policy has been written in accordance with Section 29 of Education and Inspections Act 2006.

Positive behaviour for learning is essential to successful teaching and learning.

Date Issued	Spring 2021
Governor Approval Date	Spring
Date of Next Review	Spring 2023

Introduction

At Thornhill Primary school, we aim to create a welcoming, positive, caring environment where relationships are based on respect. We believe that this in turn will develop a positive sense of self-esteem in all children. Staff at Thornhill are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of children.

At Thornhill Primary School our vision is to develop happy, motivated, empathetic, resilient and respectful pupils who are:

- able to work together as a team
- willing to embrace change
- able to express themselves with confidence
- willing to learn and aspire to be the best
- able to give, receive and value feedback
- able to understand their emotions and apply strategies to manage difficult decisions/situations.

Underpinning our school vision is a clear set of values that we believe applies not only in school but in real life. These core values will be explicitly taught to all children and will be held in the highest esteem and rewarded frequently across the school. They are:

Respect, Appreciation, Resilience, Aspiration, Friendship, Courage, Pride, Confidence, Kindness, Positivity, Love and Tolerance

Thornhill School Rules

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

- Be kind and caring
- Be respectful of people and property
- Try your best
- Speak nicely to each other and listen while others are talking
- Follow instructions given by a member of staff

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 rewarded frequently. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly reminding them of their negative behaviour.

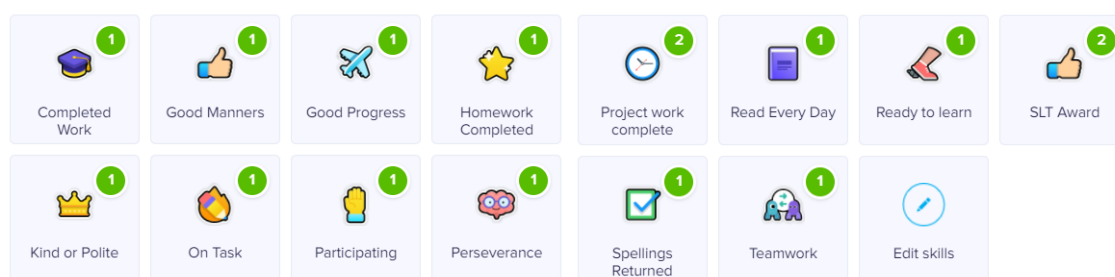
What does positive reinforcement look like at Thornhill Primary School?

In the moment	Recorded	Communicated	Celebrated
Verbal praise	Dojo points	Messages home to parents via ClassDojo	Value based certificates Value Role Model
Stickers	Certificates	Formal letters home	Assemblies
High five	Badges	Key Stage Leader Stickers Deputy Head Sticker Headteacher Sticker	Golden Time Golden Book
Dojo	Special responsibilities such as jobs in class or around school.	Telephone calls	Commendations in newsletters
Etc	SLT dojo points	ClassDojo points	Prizes for achieving key milestones

ClassDojo:

At Thornhill, we use an online reward system called ClassDojo. This gives all staff the ability to reward children with points that are immediately communicated with linked family members via a mobile phone application. We believe that this is a wonderfully visual way to support children in understanding their positive behaviours. This system is used in all classrooms in the school and also provides a nice simple platform for teachers to communicate with parents and vice versa. This means that we are always kept fully up to date with everyone's behaviour.

In class, teachers agree certain incentives with the children in their classes. For example, once a child has reached a milestone numbers of dojos, say 30, they can then choose from a list of previously agreed prizes or rewards. We have agreed to keep this flexible as we understand that each cohort of children is different from another and is motivated by different types of rewards and prizes. Every class is treated individually. Examples of likely points that children will receive are below.



Certificates:

All children need and deserve to feel that their hard work and good behaviour is appreciated. At Thornhill, we place enormous importance on truly celebrating our core learning values. To do this we use a range of certificates including:

Respect Reward	Aspiration Award	Peace Prize	Resilience Reward
Flagship Friendship	Courageous Cougar	Amore Award	Cool and Confident
Kindness King/Queen	Positive Person Prize	Appreciation Award	Temple of Tolerance

How we manage and discourage unacceptable behaviour?

As a school, we understand that there are times when children need some support in managing their own behaviour. We refer to this as negative reinforcement and use it to demonstrate to children that their negative actions have consequences, particularly when they affect the learning of other children in the school. Negative or challenging behaviour can vary enormously in severity and so must be managed carefully and sensitively, but also decisively so that children learn to understand the weight of their actions, and so other children are not negatively impacted. Staff at Thornhill are encouraged to use their intuition when tackling challenging behaviour. They are empowered to use a range of the following when necessary to address different sorts of behaviours.

In the moment	Recorded	Communicated	Escalated
Change in tone of voice	'Needs work' Dojo points (3 of these in a day would lead to 'Time Out')	'Needs work' Dojo points	Lunch time/after school detentions
Look of warning/hand gesture	SLT 'Needs work' dojo points (3 of these in a week would lead to an after school detention)	Messages home to parents via ClassDojo	Removal from class
Change a child's position in class	Class teacher lead behaviour chart	Telephone calls/Meetings (Class Teacher)	Internal Exclusion
Verbal warning	Key Stage Leader Report Card	Telephone calls/Meetings (Assistant Head)	External Exclusion
Time out (may include part of break or lunch)	SLT Report Card	Telephone calls/Meetings (Deputy Head/Headteacher)	Permanent Exclusion
1:1 discussion with staff member	Headteacher Report Card	Formal letters home	

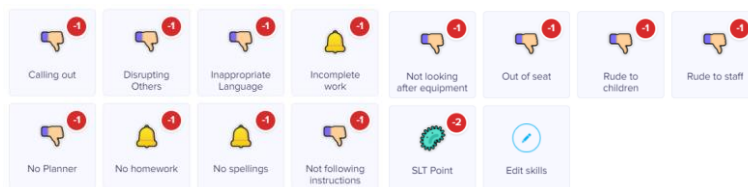
In the moment – describes actions a member of staff may take to manage negative or disruptive behaviour in class.

Recorded – Describes how negative behaviours are recorded by the school. These may happen in the case of persistent negative behaviour and increase in severity as they move toward the bottom on the table.

Communicated – Describes how the school may communicate negative behaviour with parents and increase in severity as they move toward the bottom on the table.

Escalated – Describes the steps in the case of severe persistent negative behaviour and increase in severity as they move toward the bottom on the table. Lunchtime and after school detentions may happen when children accumulate 3 negative dojos in a day.

In most instances, ClassDojo will be used to demonstrate to children that their actions have had an impact on either themselves or others in the class. Examples of the 'Needs work' Dojos are below:



A linked parent on ClassDojo will be notified after three negative dojos have been received in a day via the mobile phone application or via text message from our school office. It is our sincerest hope that parents/carers will use this as an opportunity to support the school and engage in a discussion with their children about the negative behaviour in the hope that it can be resolved quickly.

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:

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties using appropriate words and not actions.
- 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 attend meetings regarding children's wellbeing.

More serious behaviours:

The staff at Thornhill understand the importance of remaining positive with children at all times; ensuring that positive reinforcement is always used above negative reinforcement. However, we are also aware that certain types of behaviour are completely unacceptable in society and so are also unacceptable in school. These are outlined below and will be dealt with extremely seriously:

- Violent behaviour such as fighting
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance that compromises the safety of any member of the school community, including walking away when being spoken to by any member of staff
- Intentional 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. Parents will be informed immediately and invited in to school for a meeting with the Deputy Head and Headteacher

Exclusions:

At Thornhill, we define an exclusion as when a child is removed from their peer group for a period of time as a result of persistent negative behaviour. These can be varied and are described below.

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.

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 an appropriate reflection space on site, where they would be expected to complete all class work.

External exclusion

In cases of repeated disruption or on occasions of more severe behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in their 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.