



# **Thorner's Church of England VA Primary School** **Behaviour Policy**

## **1. Introduction**

We aim to encourage children to be responsible for their own self-discipline and behaviour by providing them with a supportive and positive environment. They will be made aware of the impact of an individual's attitudes on the life of the whole school and encouraged to become responsible members of the school community. The Christian ethos of the school highlights our commitment to children as unique individuals and to helping them deal with all kinds of potential problems – including behavioural difficulties.

This policy is a statement of the aims and principles for encouraging good behaviour and positive relationships at Thorner's CE VA Primary School.

## **2. Rationale**

Two principles underlie this policy:

- Children should know the difference between right and wrong. The children will be made aware of this principle through personal conversations with adults and children, daily acts of worship, circle-time in the classroom and the regular discussion and design of class rules.
- Good behaviour will be rewarded and attitudes falling short of what is expected will be subject to sanctions. Rewards and sanctions will depend on individual situations and personalities.

## **3. Aims**

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by forging sound working relationships with everyone involved with the school
- To promote self-discipline and regard for authority among pupils
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- To create a positive learning environment where children can work and play in harmony.

## **4. Positive Behaviour Management**

All adults at Thorner's School believe that forging good relationships with pupils is key to promoting positive behaviour management.

Pupils respond best when they feel secure and valued. They feel more secure when they know what is expected of them, and when these expectations are consistent. Therefore, staff and pupils at Thorner's School work together to secure a clear understanding of behavioural expectations. Staff and pupils are encouraged to be clear about their roles and responsibilities for adhering to, and consistently applying the agreed policy for managing behaviour.

Discussions take place between children and staff about expectations, rewards and sanctions, in a calm and planned way. Rewards and sanctions are discussed and agreed by the whole school

community and these are explicitly taught to the children. We use specific and descriptive praise consistently to reinforce high expectations and appropriate behaviour.

High expectations of behaviour and good attitudes to learning are encouraged by the entire school community. Staff use praise when children meet the high expectations that we have at Thorner's School.

### **To promote positive behaviour management, staff will:**

- Create attractive, tidy learning environments, ensuring that all learning spaces are well organised. This enables children to develop independence, allows them to move around freely and safely and encourages them to look after property.
- Plan differentiated work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts.
- Develop, establish and promote calm, quiet and purposeful environments. Staff keep calm at all times and talk to children with respect.
- Establish caring professional relationships with pupils and be role models of the school values.
- Model effective and professional working relationships with all other adults in the school, based on the principles of treating others with respect, fairness and dignity. We believe this is important as staff interactions should provide pupils with a template that they can aspire to emulate in their future relationships, whether academic, professional or social.
- Ensure that the children know the school's behaviour expectations and the consequences of making poor choices.
- Model positive language when setting behaviour expectations - 'say what you want to see,' for example, "Do listen", or "Walk smartly".

### **Rewards**

- ✓ Stickers
- ✓ Smiley faces
- ✓ Praise
- ✓ Mention in assemblies
- ✓ Head's award or sticker
- ✓ Parents informed
- ✓ Permission given to choose favourite activity
- ✓ Thank you card
- ✓ House points

### **Sanctions**

#### **STAGE ONE: Class Teacher**

Minor incidents that occur both in and out of the classroom are dealt with through a range of behaviour management strategies. These may include:

- ✗ Verbal feedback
- ✗ Warnings
- ✗ Time-out
- ✗ Missing playtime
- ✗ Letter of apology to be written by child
- ✗ Writing lines

## **STAGE TWO: Class teacher and colleagues**

More persistent behavioural concerns may require the support of colleagues. Strategies may include:

- × Sent to Headteacher
- × Discussions with the child and advice given
- × Time working in another classroom
- × Meeting with parents

## **STAGE THREE: Parent and pupil interview with the Headteacher**

If there is no improvement, despite the input of staff and parents, it will be necessary for the pupil and parents to meet with the Headteacher.

**Extreme or dangerous behaviour, including any purposeful physical or verbal abuse towards pupils or staff, will be referred immediately to the Headteacher and the parents will be asked to attend a meeting as soon as possible.**

**Children may be placed on a daily behaviour plan which is completed by all staff working with the child and shared with parents**

## **Internal and external exclusion**

Following a culmination of events or a serious incident the Headteacher **may** decide to exclude a pupil internally or externally. Exclusions are used as a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy. The statutory guidance within the DfE September 2017 document 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed in the event of any exclusion.

**Exclusion may be seen to be an appropriate course of action for the following reasons:**

- Non-compliance with staff instructions
- Aggressive or violent behaviour towards children or adults
- Intentional racist or homophobic behaviour
- Intentional damage to school property

**Internal exclusion:** the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents will be informed and invited to discuss the pupil's future behaviour.

**External exclusion:** this will be the final sanction, decided by the Headteacher. The Headteacher will inform the Governors of her action. Parents will be informed and invited to discuss ways to address the behavioural concerns. All decisions regarding exclusions will be made by the Headteacher

## **5. Playtimes and Lunchtimes**

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and Lunchtime Supervisors who all follow the school behaviour policy.

**Behaviour at playtimes and lunchtimes is expected to support an ethos in which:**

- The children have active and enjoyable playtimes and lunchtimes where they feel safe and are well cared for
- Incidents reported by the children are listened to and acted on
- The children are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable

## **6. Behaviour Support**

If a child has difficulties in making the right choices the school will consider an Individual Behaviour Plan. An IBP is drawn up by the school, pupil and parents. It will outline what the difficulties are and the strategies proposed by the school and parents to help the child. The impact of the IBP will be monitored and evaluated. Further advice may be sought from external agencies if necessary.

**The school reserves the right to exclude a pupil for a short or longer period of time where negative behaviour has been severe and has had a damaging impact on others..**

## **7. Searching Children**

The school has the right to search any child, with their consent, if we believe that the child has something that infringes school rules. A search would only be undertaken by members of staff and, where possible, with prior parental consent.

## **8. Anti-Bullying**

Bullying behaviour is not tolerated at our school. Our approach for dealing with such behaviour involves initial discussion with the victim and perpetrator/s and with parents if appropriate. We use a problem solving approach where children can be involved in finding solutions.

Any bullying occurring out of school will also be investigated in accordance with government recommendations.

**Please read this policy in conjunction with our Anti-Bullying Policy and our Home School Agreement Policy.**

In accordance with the Equality Duty we seek to ensure that all pupils achieve their best, according to their capabilities and regardless of their special needs, disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Date adopted by Governing Body: May 2018

Date to be reviewed: May 2019