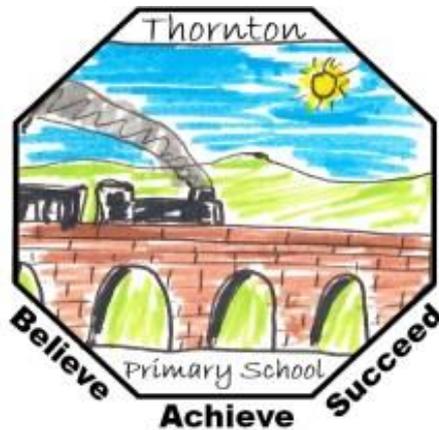


# Thornton Primary School



## Behaviour Policy

**Date of Policy: May 2013**  
**Author: Debbie Neale**  
**Approved by Governors: September 2018**  
**Date to be reviewed: September 2019**

## **Mission Statement:**

At Thornton Primary School we aim to encourage good community behaviour by developing a partnership between home and school.

Our rules are few but are concerned with the general well being of all those in school. Children are expected to behave appropriately, in a sensible and responsible manner. We expect that children WILL show respect for others, both in school and in the wider community.

We appreciate that children are individuals and that some ways of dealing with children's behaviour will be more appropriate than others according to our knowledge of the children involved. This policy is an inclusive framework within which all may be treated in a fair and consistent way.

## **The Aims of our behaviour policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school supported by parental co-operation and involvement.
- To reinforce and promote good behaviour.

Our Positive Behaviour Policy emphasises a whole school approach. It is fair, consistent and based on a structure of rules, rewards and consequences. It allows teachers to fulfil their teaching role more positively, raises the self-esteem of the school community and gives all children the opportunity to take advantage of all the school has to offer.

The school behaviour policy enables the school to develop an environment where children choose to behave and where children clearly know the boundaries of acceptable and unacceptable behaviour. Children can make choices about their behaviour whilst fully understanding the consequences. Children are encouraged to take responsibility for their actions and, through restorative circles and practice are encouraged to understand the feelings of others.

Our policy requires teachers to be positive, calm and consistent. Teachers tell children what they want them to do rather than what they don't want them to do, for example: 'Thank you for walking sensibly,' instead of, 'don't run!'

Pupils are praised for behaving appropriately and are given positive reinforcement through a series of rewards.

Rewards can be individual or for the whole class.

Our policy should become an integral part of our school day with all staff and children showing a continued commitment to its principles.

Parental support is also considered an important element of our policy and all parents and carers will be asked to agree to the whole school behaviour policy

### **RULES:**

School rules are important in order to maintain the health and safety of the school community.

There are four basic rules for EYFS (Nursery and Reception classes):

- If an adult in school asks us to do something, we do as we are asked straight away
- We say: 'please' and 'thank you.'
- We try our best in everything that we do.
- We look after everyone and everything.

In Key Stage 1 and Key Stage 2 there are 5 expectations which are embedded in our core values, here at Thornton, called **TRAIN**.

The letters stand for separate expectations, each of which we feel should be demonstrated by everyone connected to the school – pupils, parents, visitors and staff.

We expect that everyone at Thornton Primary School will:

- work together as a **TEAM** and co-operate to move forward;
- show each other **RESPECT** at all times;
- ACHIEVE** their potential and be successful;
- use their **INITIATIVE** at all times;
- NURTURE** those in need of help or support.

Throughout the school the **TRAIN** title will be displayed in classrooms and on displays and walls. We hope that this set of values will underpin and support everything we do to enable all our pupils to make the best of their time at Thornton Primary School.

### **GENERAL:**

Children **in Y1 – Y6** will line up outside, in their designated areas, in the morning, after break and dinner time, so that staff can greet pupils on their way into school and also ensure a calm and responsible start to the lesson and create a good working atmosphere. On a morning, the expectation is that children will walk into school calmly and quietly. At break time and lunch time the following procedure should be followed:

- The whistle is blown
- All pupils stand still and show that they are ready and listening for the next whistle by raising their hands
- The second whistle is blown
- All pupils **walk** calmly and **silently** to their designated lining up areas.
- Await instructions silently from their Teacher/ TA
- The children walk **silently** into school, led by their adult

After the whistle is blown, if children speak, run, shove or push or break the school behaviour policy in any way, their name will automatically go into the consequence book, and they will receive a break time detention.

It is the responsibility of all staff to ensure that pupils follow the school rules and promote high expectations of behaviour.

### **REWARDS:**

Rewards should be given as soon as possible after a child has responded appropriately. Rewards can be a sticker, house point/s or verbal praise. At Thornton we believe that positive verbal praise is very important to build good self esteem and confidence. Each week a member of staff chooses two pupils who have displayed outstanding behaviour/ work or, who have worked really hard, to be awarded an Achievement Certificate which is given in Achievement Assembly on Friday.

### **HOUSE POINT SYSTEM:**

At Thornton we have a House Point system where all pupils belong to a house. The houses are based on the mills that were in Thornton and are;

Prospect House – blue

Excelsior House – red

Foreside House – green

Albion House – yellow

If a pupil completes a good piece of work or displays good behaviour then an adult can give a house point or in some cases, more than 1 house point. Pupils collect house points which are displayed in class. Every child's house points are placed in a box (each house has their own box) and every week, one child's name, from each class, from each house, is pulled from the box. These pupils can choose a prize from their class reward box. The children also receive post cards for each stage of collecting different numbers of House Points:

**Bronze: 20 House Points**

**Silver: 50 House Points**

**Gold: 100 House Points**

**Diamond: 200 House Points**

**Headteacher's: 300 House Points**

### **CLASS REWARD – GOLDEN TIME:**

All classes are working towards gaining a class reward, which is an extra 5 minutes golden time. This is to encourage classes to work as a co-operative group. No one is excluded and all pupils work towards getting and sharing in the reward. Golden time on Friday afternoon is a reward for the whole class, which is usually 15 minutes. Golden time will be no longer than 25 minutes, (i.e. 5 minutes per day.)

Class rewards are given for such things as:

- Getting 96% or over for attendance
- Behaving on a school visit
- Working well as a team etc

Golden time is a reward for class good behaviour over the week. However, individual children will lose some of their Golden Time if they get a detention or appear in the consequence book successively. This can be earned back through good behaviour.

### **REWARDS for EXEMPLARY BEHAVIOUR:**

Every term, children who have received no recorded sanctions at all will be included in a school reward. This begins at the start of each new term and any sanctions from the previous term are not carried forward.

### **CONSEQUENCES:**

There is a hierarchy of consequences for children who choose to break the rules. Every time a child breaks a rule a consequence should be given. Staff should keep a record of all warnings and consequences in the books provided. These should be kept in the classroom and be easily accessible.

Consequences apply for one day only. Please see sections for different Key Stages.

Before implementing a consequence it is important to ensure the following has taken place:

- Use proximity praise – verbally praise a child (near the one misbehaving) who is doing the right thing, as a reminder of the expected behaviour.
- Always give positive reminders about the rule which is likely to be broken before the final warning.

### **Early Years Foundation Stage:**

The EYFS have adapted the traffic light system to suit the needs of the younger learners. The traffic lights comprise of: A sun with a smiley face – a grey cloud for the warning and a black cloud with a sad face.

- Everyone starts on the sun – verbal warning given.
- Second warning, move to the grey cloud. On the grey cloud at the end of the day – miss 5 minutes golden time.
- Third warning, child moves to the black cloud. On the rainy cloud at the end of the day – miss ten minutes of golden time.
- If unacceptable behaviour continues then the child will have to go to 'time out' in the nursery and miss 15 minutes golden time. The teacher will put the child on a 15 minute period of lunchtime, Supported Reflective Time (SRT). This SRT has two components – it is both punitive (deprivation of lunchtime playtime) and also an opportunity to allow for a short period of supported reflection.

If children remain on the sun all week then they will be given 1 House Point!

If a child is placed on the grey cloud or black cloud then their behaviour will be recorded in the consequence book.

Any child can redeem themselves throughout the day and move back through the stages. All children begin on the sun at the beginning of each new day.

Note: existing exclusions from golden time and SRT's still have to be completed.

Slogans like:

'We have fun in the sun!'

'Let's have a sunny day!' will be displayed so that the behaviour policy is colourful and very visual. School rules should also be displayed.

We recognise, challenge and address most inappropriate behaviour through progressive sanctions and consequences.

We recognise, celebrate and applaud good behaviour.

More serious misbehaviour may need to be addressed by progressing straight to, or beyond, a black cloud. Such action will be based on a best professional judgement of the Teacher/Key Stage Leader.

We recognise that many of our children will be experiencing actions/consequences/impositions for the first time. We will take great care to explain all components of our behaviour policy so that all children understand the policy rationale and implementation.

### **Year 1 – Year 6:**

From Year 1- Year 6, the school has adopted a 'traffic light' system with the slogan, 'It's good to be green!'

See the flow chart in Appendix 1

All children are on green. If a child displays low level behaviour that needs picking up on, initially a warning(s) will be given and an explanation / positive encouragement to correct the behaviour. The child will move their name to the outside of the green area as a visual reminder that they need to think carefully about using the correct behaviour so they do not move to orange. At this stage, the adult needs to consider the context of the situation and the individual child, using their professional judgement before moving to the next step.

When the adult deems it appropriate that the child does not need further warning, but is choosing to break the rule deliberately, the following steps apply:

If this happens again, they move their name onto the amber, and they are recorded in the consequence book.

If they break the rule again, a tick is placed against their name in the consequence book. At this stage, they receive a 5 minute break detention. They also move their name outside of the orange area as a visual reminder that they need to think carefully about displaying the correct behaviour to avoid moving in to the red area and receiving a detention.

If further breaking of the rules occurs then the child's name is moved onto the red, a 2<sup>nd</sup> tick is placed against their name in the consequence book and the child receives a lunchtime detention which is recorded on teacher track and parents are informed.

For serious misconduct such as:

- Deliberate disobedience
- Fighting
- Answering back
- Swearing

The teacher will automatically put the child on lunch time detention and parents are informed.

When a child is added to teacher track for detention, SLT are automatically notified. If a child redeems themselves during the day, they can move back to amber then green. Teachers all have a consequence book in the classroom as a record of persistent behaviour.

Each day is a positive fresh new start and children begin every day on green.

**Events such as residential visits, school discos etc may be withdrawn from certain individual children should their behaviour in school give cause for concern about the safety of the child and other children at these events. Each case will be assessed individually, taking into account the nature of the event and the cause for concern.**

### **SEVERE BEHAVIOUR:**

Some behaviour falls outside the normal range and is considered to be severe.

Behaviour seen to be severe falls into the following categories:

- 1. Deliberate acts of unprovoked aggression against pupils and any physical or verbal abuse against an adult**
- 2. Racist, sexualised or homophobic language**
- 3. Refusal to co-operate**
- 4. Bullying of any kind**
- 5. Vandalism (throwing stones to break a window – not snapping a pencil in half)**
- 6. Leaving school premises without consent**

Racist or homophobic language is deemed to be very serious and is dealt with in line with the school policies and will be recorded on CPOMS and externally recorded at Future House via the Sentinel web site by a member of the SLT.

Please note: on point 3, children who are on a behaviour plan, may exhibit this type of behaviour on a regular basis and therefore consequences for every incident may not be appropriate. Teachers should check the individualised behaviour plan and act accordingly.

**Each case of severe behaviour should be logged on Teachertrack and the Key Stage Leader, Headteacher and Deputy Headteachers should be alerted.**

### **Exclusions:**

Certain actions are deemed so severe that fixed term exclusion *may* be given by the Headteacher for:

- direct swearing at an adult
- physical aggression towards an adult or pupil
- racist/homophobic/ sexualised language
- any type of offensive/ disrespectful language either written or spoken
- severe bullying
- leaving the school premises without permission.
- deliberate, severe vandalism

- deliberately acting in a way to disrupt the whole school e.g. setting the fire alarm off
- any other serious, negative behaviour which is deemed appropriate for exclusion

The Headteacher will always follow the DfE guidelines before excluding any pupil and this is always a last resort. Every exclusion will be considered very carefully, on an individual basis, given the context.

The length of the exclusion will be decided by the Headteacher based on the severity of the action.

### **Internal Exclusions:**

Where a number of severe behaviours have been recorded, an internal exclusion may be considered.

### **CONSEQUENCES:**

Where a child receives successive detentions, the following will happen as well, in full consultation with parents:

<b>Action</b>
A text will be sent home to inform the parents their child has been given a detention. A formal letter will be sent home by the class teacher. The child will be given a green report card which will be monitored by the class teacher and also by parents. The child will keep the green report card for at least 2 weeks in which time, it would be hoped to see an improvement.
As soon as possible, an after-school meeting should be arranged involving the class teacher, KS Leader, the parent(s) and the child to discuss the detentions and the child's behaviour. The meeting must set out targets for improving behaviour and be clear about further consequences. If a face-to-face meeting cannot be arranged, this could be a telephone conversation. At this point, the child will move to a yellow report card, which should be monitored by the KS leader and parents.
Another meeting should be arranged involving the class teacher, the KS Leader, the Deputy Headteacher, the parent(s) and the child to discuss the detentions and the child's continuing unacceptable behaviour. The child will automatically be placed on a red report card which will be monitored daily by the deputy headteachers or the Headteacher. With negotiation, the child should identify an adult within school as a behaviour mentor and if appropriate, there should be a conversation with the SENCO about possible reasons / strategies for improving the behaviour.

At the beginning of each new term, children will start afresh – except where a child has had a number of detentions in a term. In this case, their report card will be reviewed and continued into the new term and the subsequent steps followed should they continue to receive detentions. If their behaviour improves, it will be the decision of the class teacher and the KS Leader as to when to discontinue the Report Card and begin again.

Break detentions related to persistent lack of correct uniform/ P.E kit will not be counted towards these steps. In these cases, the detention itself is to be treated as an isolated punishment.

Teachers are responsible for adding the child to the detention system on teacher track. It is the responsibility of the class teacher to ensure that the child is escorted for their lunch and attends the detention when scheduled. If the behaviour falls under the category of severe, SLT are automatically made aware.

### **Inclusion:**

Any child constantly breaking the school rules will be referred to the Inclusion Manager. The Inclusion Manager may decide to place the child on the SEN register for behaviour, offer support to parents through outside agencies or set up a PSP. (See SEN policy).

### **Extreme Behaviour:**

In the rare cases of extreme behaviour then the class teacher may contact a member of the behaviour team to assist in the de-escalation of the behaviour or remove the child from class.

At Thornton Primary School we believe in supporting staff to the fullest degree, to ensure high standards of behaviour are maintained throughout the school. All members of staff are responsible for positive behaviour management and work co-operatively to ensure the guidelines in the policy are met. A large majority of our staff are Team Teach trained. If a child is very disruptive they may be withdrawn from the lesson with appropriate work to complete with a TA. If the child is posing a threat to themselves or others they may have to be physically removed. The teacher should call a member of the behaviour team to positively handle the child and remove them to an area where they can calm down. (Further details can be found in the Positive Handling Policy). The restraint log must then be initiated by the teacher and completed by all adults involved. For all instances of extreme behaviour, ABC logs should be completed detailing the earliest antecedents and resulting behaviour / consequences and all subsequent events. Children should be given the opportunity to add their own reflections to this when they are calm so that a full evaluation can be made.

### **Restorative Practice:**

It is important to ensure that children take full responsibility for their actions and begin to understand and empathise with the feelings of other people. Therefore, where possible, when a severe incident has occurred, pupils should be given the opportunity to discuss the incident with an adult and other pupils. Pupils should say sorry for their behaviour and 'make amends' to injured parties. Pupils will always be asked: 'How are you going to make it right?'

Pupils should be encouraged to name feelings: 'How do you think that made him feel when you .....?' How would you feel if.....?'

See also:

- The Lunchtime Supervisors' Policy for lunchtime behaviour.
- The Race Equality Policy
- Assembly Policy
- Educational Visits Policy
- Homework Policy
- Anti Bullying Policy
- Positive Handling Policy
- Safeguarding Policy

The effectiveness of this policy will be monitored and evaluated regularly with a review by the Governors' Curriculum Committee annually.

This policy was developed in discussion with staff and in consultation with pupils, parents and governors.

**Policy Back Page**

**Policy Name: Behaviour Policy**

Date Policy adopted by Governing Body: .....

Signed: Chair of Governing Body ..... Date .....

Signed: Headteacher ..... Date .....

# Appendix: Flow Chart for Consequences

