

Thorpe Primary School



Behaviour Policy

The term 'school' incorporates the Breakfast Club and After School Club. The term 'staff' therefore includes staff employed in Breakfast Club and After School Club

Rationale:

At Thorpe Primary School we have high expectations of children's behaviour. We are a caring community, whose values are built on mutual trust and respect for all. The purpose of this policy is to clarify what we mean by good behaviour within a framework of the rights and responsibilities of governors, parents, children and the staff at the school. It also:-

- Provides a consistent and positive framework which outlines how we should all act towards each other.
- Gives children, parents, governors and staff common expectations and goals.
- Explains how the school encourages good behaviour and discourages inappropriate behaviour.

Aims:

- To promote an environment where everyone feels happy, safe and secure.
- To promote positive and caring relationships, so that the school community can work together effectively, with the common purpose of helping everyone to learn.
- To ensure everyone understands and respects other people's views and values.
- To encourage children to become positive, responsible and increasingly independent members of the school community.
- To have a consistent approach to behaviour throughout school with parental co-operation and involvement.
- To ensure that everyone is aware of, and follows, the school rules.

We treat all children fairly and apply this behaviour policy in a consistent way. The school expects every member of the school community to behave in a considerate way towards others.

School Motto and Rules

At Thorpe Primary School our rules which were revised by our school council are:

We use kind hands, feet and words

Encourage each other and never give up

Care for and help each other

Always try to do our best in everything we do

Respect each other and school property

Enjoy learning

Rights, Responsibilities and Expectations

At Thorpe Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents, Governors and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Thorpe.

Inclusion/Equality

At Thorpe Primary School, we comply with our legal duties under the Equality Act 2010, by treating everyone fairly and equally regardless of gender, disability, ethnicity and socio-economic background. However, we recognise that in safeguarding and supporting children with special educational needs, more differentiated and sensitive approaches may be necessary where appropriate.

Rewards

At Thorpe Primary School we have a whole school 'Good to be Green' reward system. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

1. Every child begins a new day on 'Green'.
2. If a child is 'Green' at the end of the week, he/ she will receive a 'Green all week' sticker.
3. If a child is 'Green' for the whole half term, he/ she will receive a postcard sent to the home and his/ her photograph will be placed on our 'Privilege Tree' in the school hall.
4. If a child is 'Green' for the whole term, he/ she will receive a 'Good to be Gold' sticker and a 'Privilege Card'.
5. All children with 'Privilege Cards' will receive a treat at the beginning of the next term.

We also praise and reward children for in a variety of other ways:

- Staff congratulate children;
- Staff give children smiley faces, sticker or stars
- Each week we nominate children from each class for entry into the Honours Book. They receive a certificate during our weekly Honours assembly.
- We distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- The school tries to acknowledge all the efforts and achievements of children, both in and out of school. Assemblies and 'show and tell' sessions recognise pupil achievement out of school, for example, music or swimming certificates.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We aim to ensure that there is consistency across the whole school when dealing with inappropriate behaviour. We have developed a clear explanation of the behaviours and their consequences, which can be seen in all classrooms within school.

When a child's behaviour is inappropriate, staff at the school will use a wide range of sanctions to discourage the behaviour. These include:

- Spoken warning about behaviour or attitude to work, in the class or when the child is on his/her own.
- Isolation within the class or separation from other children if they are being disruptive.
- Loss of playtime and/ or Golden Time.
- Removal to another class for a short period of time.
- Complete a task at a time chosen by the class teacher.

Restorative approach

At Thorpe Primary School we believe that a restorative approach is an effective way of dealing with inappropriate behaviour.

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In school, this means that instead of simply being punished as a result of 'inappropriate behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others. By placing the responsibility back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions and dealing with them as necessary.

Staff Rights

Staff have a right to:-

- Be treated fairly and with respect by children and adults.
- Be able to deliver the curriculum in an appropriate environment eg comfortable, safe, disciplined and quiet.
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

Staff Responsibilities

All staff have a responsibility to:-

- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- To raise children's self-esteem and develop their full potential
- Treat everybody fairly and with respect.
- Aid and influence children's play and behaviour in order to create a calm atmosphere.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work.
- Communicate decisions and to explain them clearly to children, parents and other members of staff.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised.
- Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.
- To be a good role model.
- Liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- Report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See our Anti-Bullying policy)

Use of reasonable force:

- We follow the DfE's advice on the 'Use of reasonable force' published in 2013.
- Staff only intervene physically to restrain children, to prevent them from hurting themselves or others, from damaging property, or from causing disorder. We do not use force as a punishment.

Children's Rights

Children have a right to:-

- A school environment that is pleasant, clean and warm.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.
- Be listened to.
- Receive education appropriate to their level of ability and to be given praise and feedback.

Children's Responsibilities

Towards others:-

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

Towards work:-

- To be punctual at all times.
- To work to the best of their ability.
- To work calmly and quietly.
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

Towards the school environment:-

- To take care of equipment and keep the school and the grounds tidy.

Headteacher Responsibilities:

- Decide the standard of behaviour expected of pupils at the school.
- Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
- Ensure that the behaviour policy and procedures are consistently implemented in school
- Support staff in implementing the policy.
- Publicise the policy, in writing to staff, parents and children and publish the policy on the school's website.
- Keep records of all reported serious incidents of misbehaviour.
- Report to the Governing Body on the effectiveness of the policy.

Governor's Responsibilities:

The Governing body has a duty under section 175 of the Education Act 2002, to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

They have a responsibility to:

- To deal with complaints.
- Monitor and review the School Behaviour Policy.
- Ensure the school is operating within the law and in accordance with the policies of the Local Education Authority and DfE. .
- Support the Headteacher in carrying out his/her duties.

Parent's Rights

Parents have a right to:-

- Receive consistent messages about how we expect children to behave at school.
- Be informed immediately if staff have concerns about their child's welfare or behaviour.

Parent's Responsibilities:

- To make children aware of appropriate behaviour in all situations.
- To be aware of the school's rules and expectations.
- Support the school in the implementation of the behaviour policy.
- Support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the senior leadership team and/or the Headteacher. If their concerns cannot be resolved, the school's policy on the complaints procedure will be given to parents.

Fixed-term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school and this must be on disciplinary grounds.

- The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- The Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Monitoring and Review

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. Each class has a behaviour file to record 'red card' incidents. We also keep a record of any incidents that

occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their incidents book.

- The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- We follow the Department of Education's advice on 'Behaviour and discipline in schools' (last updated January 2016).

This policy is part of our commitment to safeguarding children. It should be read in conjunction with the following policies which also promote safeguarding:

- Anti-bullying policy
- E-Safety policy
- Safeguarding policy

The Governing Body reviews this policy every two years. The Governors may, however, review this policy earlier than this, if the Government introduces new regulations, or if the governing Body receives recommendations on how the policy might be improved.

This policy was adopted by the Governing Body on 23/3/17