



Thorpe Primary School

Behaviour & Anti-Bullying Procedures

These procedures contain details in addition to the Carlton Academy Trust Behaviour and Anti Bullying Policy, which are relevant and specific to our school.

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, trustees 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. 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.

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.



BEHAVIOUR BLUEPRINT

Systems and Routines

All staff will:

Threshold- Meet and greet at the door

Strong Start- Jotter task to start the date

Listen up- Set expectations for good listening

Relentless Routines- Teach children the most effective ways to execute class tasks

Do it again- Give children practise opportunities to embed skills and become even better

Lining up- Have high expectations of behaviours when

entering and leaving the classroom/ school grounds

Reinforcement- Consistently remind children of the correct behaviours, and give constant reminders of using good manners.

Recognise and Reward

We recognise and reward children who go over and above our high behavioural expectations. This is achieved through:

Verbal Praise

House Points

Positive notes home

Positive chats with parents

Sticker rewards

Class rewards

Sporting Spirit Awards

British Values Awards

Headteacher's Awards



BEHAVIOUR BLUEPRINT

Staff will use restorative practices to support children and help prevent future incidents occurring should they take place. There are times when we need to respond to inappropriate behaviour by employing consequences. We will use the following guidelines to assure effective use of sanctions:

In progression, the behaviour system will use the following:

Warning – A verbal warning given by the class teacher

1 yellow point – Child informed that they now have one yellow point

1 red point – Teacher decides the next step (e.g. move within class, sit next to teacher, stay where you are but know you now have a red point)

2 red points – Teacher decides the next step (e.g. go to the phase leader or next-door classroom five minutes, miss five minutes of playtime to discuss behaviour). At this point, it is important that there is a restorative conversation with the teacher or another member of staff (at a time that suits the teacher). Parents should also be informed that the child has had 2 red points. This should be a phone call or conversation between teacher and parent.

3 red points – Headteacher or Deputy involvement. Teacher to have conversation with parent unless Head or Deputy has explicitly indicated that he will be having the conversation.

At any time, teachers may bypass the points system or “jump” stages if there is an incidence of extreme behaviour.

Stonewall

Thorpe Primary is a Stonewall School Champion. Stonewall works with schools to celebrate difference and tackle homophobic, transphobic and biphobic bullying and create inclusive and accepting environments. We have developed a school script so that any instances of such bullying is dealt with quickly and consistently.

THORPE PRIMARY SCHOOLSRIPT FOR RESPONSES TO HOMOPHOBIC, BIPHOBIC OR TRANSPHOBIC LANGUAGE

Establish understanding Do you know what that word means? What did you mean by that?

Explain meaning: Use child friendly explanation.

Use empathy: How do you think you would feel if someone called you names like that? That is a hurtful thing to say.

Challenge directly: You know that/those word/words is/are absolutely unacceptable.

Link to school ethos and policy: In this school we don't use language like that: we are mindful. We allow everyone to be themselves at this school. We don't pick on people because we are all different.