

# THUNDERSLEY PRIMARY SCHOOL

## Positive Behaviour Policy



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<b>Links with other policies</b>	<i>Equalities, Health and Safety, Antibullying, Disability Equality, Attendance, Use of Reasonable force and Special Educational Needs.</i>
<b>Links with legislation</b>	<ul style="list-style-type: none"> <li>• <u><i>Behaviour and discipline in schools 2016</i></u></li> <li>• <u><i>Searching, screening and confiscation at school 2018</i></u></li> <li>• <u><i>The Equality Act 2010</i></u></li> <li>• <u><i>Use of reasonable force in schools 2013</i></u></li> <li>• <u><i>Supporting pupils with medical conditions at school 2017</i></u></li> <li>• <u><i>special educational needs and disability (SEND) code of practice. 2014</i></u></li> <li>• <u><i>Education (Independent School Standards) Regulations 2014</i></u></li> </ul>

## **Introduction**

Everyone at Thundersley Primary School has a part to play in the promotion of high standards of behaviour. This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of positive behaviour. The policy outlines the procedures that the school uses to ensure that behaviour at school and outside of school is excellent, enabling staff to act safely and with confidence.

## **Philosophy**

We believe our school is a community and that it is imperative that everyone is safe and happy within it. We know that for this to be achieved, it requires all members of the community to place a high emphasis on positive behaviour.

We believe that we can teach positive behaviour, not just enforce it, so that all children can learn the skills of self-management and self-regulation and that this in turn will give them the best chance possible to achieve their potential.

*The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.*  
Angela Wadham 2009

## **Aims**

Through the success of our Positive Behaviour Policy we aim to:

- Create a consistent approach to behaviour management throughout the school, which is supported and followed by the whole school community, celebrating and praising good behaviour and enforcing firm boundaries for inappropriate behaviour.
- Create a calm, purposeful, safe and happy learning environment where everyone can develop a love of learning, feels valued and can achieve their potential.
- Ensure that all children can achieve their potential through developing positive learning behaviours, a Growth Mindset and becoming a TPS learner.
- Foster positive, caring attitudes towards everyone, based on a sense of the importance of community, respect for all and shared values.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.

## **How do we teach behaviour?**

We believe that children 'learn behaviour' and make positive behaviour choices through;

- Positive relationships with adults and peers
- Consistent, clear and agreed boundaries/rules
- Praise, reward and positive reinforcement
- Consequences, consistently applied
- Role models from home and school
- Scripts and routines, repetition and structure
- Comfort and forgiveness

All staff at Thundersley Primary School are trained in 'Step On' approach to behaviour management, which includes practical techniques of restrictive physical intervention. This aims to support a positive school ethos and reduce and manage conflict.

## **Roles and Responsibilities**

In order to achieve the above aims all members of the school community have an important part to play.

### **Pupils are responsible for:**

- Treating all members of the school community with respect.
- Following the school Golden Rules (see Appendix 1)
- Working to the best of their abilities, and allow others to do the same.
- Obeying the instructions of the school staff.
- Taking care of property and the environment in and out of school.
- Co-operating with other children and adults.
- Accepting sanctions if given

### **Parents are responsible for:**

- Treating all members of the school community with respect.
- Fostering good relations with the school
- Supporting the school's implementation of this policy
- Helping their child to understand the Golden Rules and supporting them to adhere to them.
- Showing an interest in all that their child does in school
- Ensuring their child attends school regularly notifying the school of reasons for absence.
- Ensuring that their child arrives on time and fully prepared for school
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

### **Staff are responsible for:**

- Treating all members of the school community with respect.
- Implementing the behaviour policy and rewards system consistently
- Catching children being good and using praise, both direct and proximal, as the uppermost behaviour management strategy
- Creating a safe and pleasant environment, physically and emotionally.
- Providing a challenging, interesting and relevant curriculum.
- Forming a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in our online recording system or blue behaviour form
- Working closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

### **The Headteacher is responsible for:**

- Treating all members of the school community with respect.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- Ensuring that the school environment encourages positive behaviour and supporting staff to deal effectively with inappropriate or undesirable behaviour

### **The Local Governing Body is responsible for:**

- Treating all members of the school community with respect.
- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation
- Reviewing and approving this behaviour policy

## **The Positive Behaviour Management System**

### **Rules**

Our Golden Rules are displayed around the school. Everyone is aware of them and if a child makes the wrong choices, any discussion should be around the schools rule(s) they are breaking. The rules are regularly referred to in assemblies.

At the beginning of each academic year, children create a Learning Charter, which include the Golden Rules and is displayed in the classroom.

### **Rewards, Incentives and Celebrations**

Ideally, rewards are intrinsic. It should be enough that a child loves their learning, loves what they are doing and wants to do their best, but for many children they need extra motivation before these rewards become intrinsic, consequently we have a system of rewards.

### **In the classroom**

Our Positive Behaviour Management system allows for Classroom Staff to have a variety of ways in which to show children that they have achieved well, whilst supporting the whole school agreed policy, including:

- Verbal praise and appreciation; body language (smile, thumbs-up, nod)
- House points given for having a growth mindset, working hard, supporting other children etc
- Sent to another member of staff for praise and appreciation
- Sent to the Headteacher for praise, Headteacher Golden sticker
- Verbal feedback to parents
- Individual reward charts set up with pupils and negotiated with pupils

### **House System**

This has been established whereby children are placed into a 'house' team. Children and teams are rewarded individually with points for a wide variety of reasons which reinforce the Golden Rules and our values. Points are totalled each week and announced in assembly. The House Trophy is awarded to the highest scoring house, weekly and each half term.

At the end of each half term, the winning house will receive a reward / treat.

### **Celebration Assembly**

A vital part of our school week is our Friday Celebration Assembly when children are recognised for their growth mindset and excellent learning behaviours through being named Star of the week. Other achievements are also celebrated, such as participation in sporting and performing arts events; taking part in before and after school learning activities; excellent behaviour at lunchtimes and in the dining hall, excellent attendance and achieving reading certificates and badges. This assembly serves to celebrate these achievements and to reinforce our messages and values.

### **Golden Time**

In addition to receiving house points for their team, all children are rewarded individually by having 'Golden Time' each week. This half hour session is when children who have earned it are given a range of activities from which they can choose. The activities are all educational and are designed to develop speaking and listening skills, social skills, creativity, physical skills, teamwork and computer skills, amongst others. Year groups can choose to work together to offer a range of activities across several classes.

At the beginning of each week, children are told the rewards that will be on offer, so they know what they are striving for. Losing part of Golden Time is used as a sanction.

## Our approach to Inappropriate or Undesirable behaviour

Most children manage their behaviour at all times. There are though those children who, despite knowing they will be rewarded for making the correct choices, fail to do so. No child's learning should be adversely affected by another child's inappropriate behaviour so these children will face consequences for the actions to support them in improving their behaviour.

### **Inappropriate or Undesirable behaviour is defined as:**

- Non – adherence to the Golden Rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Vandalism
- Theft
- Violence or aggression
- Any form of bullying
- Fighting
- Discriminatory behaviour
- Any of the above committed online

### Consequences – A staged Approach

The following tables lists a staged approach to consequences which will be applied should a child display inappropriate behaviour. The consequences will be determined by the class teacher and will be dependent on the age of the child and their individual needs.

Incidents	In Class
<b>Stage 1</b> <b>For minor incidents (fiddling, time wasting, swinging on a chair, talking out of turn)</b>	<ul style="list-style-type: none"><li>• Proximal praise used first to children modelling positive behaviour</li><li>• Quiet word or gesture towards individual/group</li><li>• Verbal warning and reminded of Golden rules</li><li>• Loss of Golden time, moved to the cloud, encourage to earn time back</li></ul>
<b>Stage 2</b> <b>For continued minor incidents or more disruptive incidents (calling out, walking around, rude noises, constant talking, arguing)</b>	<ul style="list-style-type: none"><li>• Time out with partner teacher, kept back from break or lunch to complete work</li><li>• <i>Cumulative Loss of Golden Time (e.g. 2, 5, 10, 15 minute slots)</i></li><li>• Expecting work to be completed at home, or break or lunchtime</li><li>• Parent/carers informed</li></ul>
<b>Stage 3</b> <b>Regular issues or more serious incidents</b>	<ul style="list-style-type: none"><li>• <i>Cumulative Loss of Golden Time (e.g. 2, 5, 10, 15 minute slots)</i></li><li>• Lengthier periods of time-out</li><li>• Involvement of Phase Leader</li><li>• Parent/Carer involved</li></ul>
<b>Stage 4 Persistence or more serious incidents</b>	<ul style="list-style-type: none"><li>• Involve Deputy or Assistant Headteacher</li><li>• Child may be given internal exclusion</li><li>• Parent/ Carer involved</li></ul>
<b>Stage 5</b> <b>Continuation or very serious incidents</b>	<ul style="list-style-type: none"><li>• Involve Headteacher</li><li>• Parent/ carer involved</li><li>• Other agencies involved for advice – behaviour support BATIC counselling, Social Care. Pastoral Support Plan (PSP) instigated</li></ul>
<b>Stage 6.</b> <b>If there is no improvement in behaviour or for a serious, one-off incident of violence</b>	<ul style="list-style-type: none"><li>• Fixed term exclusion (see exclusions policy)</li></ul>
<b>Stage 7</b> <b>If there is no improvement and other children are being put at serious risk on a daily basis.</b>	<ul style="list-style-type: none"><li>• <i>Permanent exclusion. (see exclusions policy)</i></li></ul>

Our Golden Rules are the starting point for discussions around behaviour with children and in each phase of the school, EYFS, KS1 and KS2, there is an appropriate system for supporting children to learn to make the correct choices.

## **EYFS**

Teaching children to make positive choices is an integral part of our work with the youngest children in our school. Indeed, this is when the foundations for positive learning behaviours are created and much of the teaching and learning at this stage is focused on helping children understand what constitutes acceptable and unacceptable behaviour and how to be a good Thundersley learner. We use the 'Rainbow' system so that children learn what makes a good or bad choice. The system is as follows:

- Each class has a Golden Rules Display with a sunshine, rainbow and cloud. All children start each day with their photos on the sunshine
- If a child does something really good, their photo is moved on to the rainbow
- If a child breaks one of the golden rules, they are given a warning, if the behaviour continues, the child is taken with the adult to have their photo moved on to the raincloud, the golden rule they have broken and what they need to do to make more positive choices is discussed
- The aim is that children are always clear as to why they are on the raincloud.
- If a child is on the raincloud, the adult will say that if they can work within the golden rules and try really hard, then they come off - we always try to move children off the raincloud by encouraging good behaviour.
- If children are on the raincloud and continue to make the wrong choices, depending on their individual needs, they may have time out or will be sent to the opposite class

## **KS1**

Building on the system in EYFS, at the beginning of each week, the names of all children are placed on the sunshine symbol, signifying that they are following the Golden Rules. Children whose name is on the sunshine at the end of the week have earned their Golden Time. If a child's name is consistently on the cloud during a week, they will miss part of their Golden Time.

## **KS2**

Instead of a Rainbow Display, each class has a Golden Time Display. Children start each week with 30 minutes Golden Time. If a child misbehaves, they are warned about the specific Golden Rule they are breaking. If after the warning, their behaviour does not improve, their name is moved to miss 2 minutes, then 5 etc. Each time their name is moved they are reminded about the positive choices they can make to earn back their golden time. At the end of the week, the child's position on the Golden Time board will determine how much golden time they enjoy. The overwhelming majority of children will achieve 30 minutes of Golden time.

## **Involving parents**

If a child's behaviour is such that they are often receiving consequences such as being on the cloud in EYFS and KS1 or losing Golden Time regularly in KS2, being given time out in other classes, parents will be informed by their class teacher at the earliest opportunity and a meeting will be arranged to discuss solutions.

## **Keeping Records of information related to incidents of inappropriate behaviour**

Teachers keep ongoing records of when and why children miss Golden Time. Incidents which are more serious (stage 3) and / or involve a child hurting another child, a written record is made on our online system, [www.tootoot.co.uk](http://www.tootoot.co.uk) for monitoring purposes. Notes are made at meetings with parents and actions agreed recorded. Safeguarding Governors monitor the types of behaviour which are recorded on tootoot.

## **Managing Behaviour in the Playground**

As in the classrooms, Positive Behaviour Management on the playground is dependent on consistency in the way in which issues are dealt. Staff on play duty will encourage children to follow the Golden Rules outside in their playtimes at morning break and lunchtime. The Golden Rules will be displayed outside and in the dining hall and staff on duty will promote good choices by using the following rewards:

### **Rewards**

- Verbal praise and appreciation, body language (smile, thumbs-up, nod)
- Lunchtime tokens, given out by Midday Assistants and exchanged for house points
- House points
- Playground stars of the week, awarded in assembly and mentioned in the newsletter
- Being given a responsibility, helping in the dinner hall, Play leader, Anti Bullying Crew member

### **Consequences**

- Quiet word or gesture towards individual/group
- Verbal warning: the adult on duty will discuss the issue with the child to identify which Golden Rule is not being followed and ask them politely but firmly to stop the behaviour, reminding them about making positive choices.
- If the behaviour recurs, the child will be given five minutes time out to reflect on their behaviour, standing with the duty adult / lunchtime supervisor or at the side of the playground.
- Issues of a deliberate, physical or verbally unkind nature will be reported to the DHT or HT immediately, and appropriate actions taken, e.g. taking the child off the playground; investigating incident; contacting parents; issuing consequences.
- If a child's behaviour on the playground is consistently affecting the safety and happiness of other children, they will spend time off the playground.

### **Recording**

Incidents that occur during play or lunch time breaks should be recorded directly onto Tootoot or on a Blue Behaviour form.

### **Wet Playtimes**

Each teacher has clear expectations as to activities children can access during wet playtimes or lunchtimes. All activities are appropriate to indoors and easily accessible if a wet break occurs unexpectedly.

### **Wet Lunchtimes**

- Year 6 children are assigned to wet lunch classes and in these classes they encourage children to play quietly and kindly.
- All classes are supervised at all times by MDAs
- Each class teacher explains their expectations of wet play in their class to their MDA
- House points should be awarded for good behaviour and following our Golden Rules
- Consequences as above – sit with adult, DHT called, removed from class
- Children must not leave their classroom without permission
- Any issues/incidents reported to the class teacher at the end of lunchtime
- Serious incidents – send two children with the 'red' card to the main office/staffroom
- Classrooms tidied by 13:05 and children should be reading their own books (these may not be changed at this time)

## **Strategies to Support Inclusion**

The school recognises its legal duty under the Equality Act 2010 to prevent any pupils from being disadvantaged by this policy. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system
- Social skills groups – each year, children who have difficulties in behaving are invited to join a social skills group. This has a mixture of children who need support in improving their behaviour as well as positive role models.
- Referral to outside agencies

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying unmet needs. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. Reasonable adjustments will be made so that the child can comply with our behaviour policy. We will work with parents to create the plan and review it on a regular basis.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **The Use of Reasonable force (see Use of Reasonable Force guidance)**

All staff at Thundersley Primary School are trained in 'Step On' approach to behaviour management, which includes practical techniques of restrictive physical intervention. This aims to support a positive school ethos and reduce and manage conflict.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents



## **Behaviour outside the school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education Guidance. This means that under the behaviour policy teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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. The governing body will pay particular attention to matters of equality related to protected characteristics – race, gender, sexuality, disability, ethnic background. It will seek to ensure that the school abides by statutory guidance, and that no child is treated unfairly because of race or ethnic background, disability, sexuality or gender.



# OUR GOLDEN RULES

**We are gentle, *we don't hurt others***

**We listen to people, *we don't interrupt***

**We are honest, *we don't cover up the truth***

**We are kind and helpful, *we don't hurt anybody's feelings***

**We work hard, *we don't waste our own or other's time***

**We look after property, *we don't waste or damage things***