

Thurlby Community Primary Academy



Behaviour Policy

Updated September 2020 (COVID 19 Annex)	Mrs E Radley K Finch	

This policy will work in conjunction with the academy anti bullying policy.

- The aim of this policy is to establish a consistent approach to the management of the behaviour of children in and around the academy and to promote in the children themselves an intrinsic and positive attitude towards good behaviour and manners both in and out of school.
- We believe the effective management of behaviour is crucial to the smooth running of the academy if there is to be effective teaching and learning and if a child is to work to his/her full potential and that this is everyone's responsibility to instil within the children.
- We have high expectations for behaviour and manners at the academy.
- At Thurlby Community Primary Academy, discipline is recognised to be a collective responsibility between children, staff, parents, governing body and other agencies involved with school.

Key Principles

1. We believe everyone has the right to:

- feel safe, healthy and happy;
- be treated with respect, dignity and equality;
- learn or to teach, or to do their job.

At Thurlby Community Primary Academy, everyone has a responsibility to uphold these rights.

2. **We recognise that all behaviour is learnt** from life experiences. Therefore behaviour can be taught. Behaviour is an area of learning for all children. Some children will excel in this area whilst others find this inherently challenging due to environmental, genetic or medical reasons.
3. We are responsible for **supporting** all children who find good behaviour challenging and **teaching** all children the values of politeness, good manners and good behaviour.
4. We will ensure good behaviour and manners are instilled and encouraged through **positive approaches** by all staff and visitors to the academy.
5. Using positive methods of discipline and motivation for good behaviour we will teach a large majority of children at the academy that good behaviour and manners are desirable and conducive to a productive learning environment. There will at times be a minority of children who require assertive discipline and sanctioning to modify their behaviour.
6. Only when positive methods have been exhausted will it be necessary to use assertive discipline and sanctioning.
7. A whole academy approach to the types of positive systems in place, and the structure of assertive discipline is paramount in ensuring consistency of approach by all adults in the academy and for all children. This in turn will act to reinforce the expectations for all children and increase good behaviour and manners.

Thurlby Values:

The expected learning behaviours and values are known as the **Thurlby Values**:

T eamwork like a bee
H ardworking like a horse
U pbeat like a dog
R espectful like an elephant
L ove learning like a dolphin
B e brave like a penguin
Y ou are unique like a butterfly

*The **Thurlby Values** should be in place in all classes in the school.

Our expectations include the **school rules**:

- We follow instructions first time
- We walk around school sensibly and silently
- We keep to the left of the corridors
- We use an indoor voice when inside the school building
- We keep our cloakrooms tidy
- We use please and thank you and always use kind words
- We tell the truth
- We stop at the hand signal
- We play nicely and respect others and school property at play and lunch time
- We keep calm to make the right choice:
 - 'C – choose to breathe
 - A – ask for a moment
 - L – listen and think
 - M – make the right choice'

Behaviour Support & Intervention

- The whole academy system for teaching and support intervention levels is outlined below:

1. Positive Reinforcement Strategies

Personal/Phase/Whole School Rewards:

Written praise e.g. a positive comment on work, report,
Verbal praise e.g. to the child, parent, another adult in school
Peer group praise e.g. a clap, praise action etc.
Smiles and thumbs up
Stickers
Thurlby Value Points
TIM points, certificates for academic and non-academic achievement
Placing value on achievements e.g. work shown to another class, name in
Head of School award book or stickers for caring for a peer or the school environment
Trophies and Special Awards e.g. attendance
Name in the All Things Thurlby weekly newsletter or part of Celebration Assembly
Special responsibilities e.g. being a monitor / house captain / pupil teacher / etc.
Child, group or class, singled out as a role model
Weekly award with Tim certificate



2. Assertive Discipline Procedures

- Clear 1st warning
- Move name peg from Green (or higher) To Amber (Details below)
- Move name peg to Red (Details below - some behaviour will result in immediate red)



3. Behaviour Conference

Referral to SLT
Parents, teacher, teaching assistants and child to meet with member of SLT
Discuss behaviour in the academy – explicit examples, frequency, severity
Discuss behaviours at home as above
Discuss intervention so far and impact if any
Discuss causes (if identified) and any support required
Ensure the child's voice is considered in all target setting
Produce a Behavioral Support Plan
Pastoral Support Plan through an EHA as unified home/school system
Conference Review and re-action at least once every half term

4. Referral To Single Agency or Multi-Agency Support - TAC

Referral through completion of EHA by CT with support from SENDCo or another member of
SLT
Lead to advise local area TAC team and consider BOSS involvement
Recommendations/targets set and carried out through conferences and SLT meetings
Implement targets and actions generated by TAC group
Monitor interventions and strategies being used in class at least once every 8 weeks.



5. Seclusion / Exclusion

Meetings with SLT to discuss next steps – parents discussion through conferences where applicable
Seclusion within the academy
Exclusion temporary
Managed move to more specialist location
Exclusion fixed

Assertive Discipline Procedures

Teachers and paid staff can discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction staff can impose the **hierarchy of sanctions on that pupil**. In the short term, sanctions can stop inappropriate behaviour. They must however, be used sensitively and the emphasis should be on supporting and rewarding children instead.

Movement from **Green** to **AMBER Warning** will result if behaviour:

- disrupts the learning of others or the individual themselves
- is at variance with our stated expectations detailed above.

Depending on the nature of the behaviour, the following sanctions can apply to an Amber Warning:

- A verbal apology, repetition of an unsatisfactory task (following an appropriate calm down period if required)
- Withdrawal of privilege relative to misbehaviour
- A verbal warning appropriate to the child and misbehaviour e.g. within the group or individually
- Child to assist in rectifying the problem they have caused

The following behaviour is considered to be unacceptable and subject to **zero tolerance** as outlined in the **RED** section of the hierarchy sanctions:

- Bullying - individual or group; verbal or physical abuse; taunting; threatening/intimidating mimicking (including Cyber/social media bullying)
- Verbal or physical aggression towards children and adults
- Swearing
- Deliberate Rudeness
- Stealing
- Drugs/cigarettes/alcohol/offensive weapon related incidents (a weapon can be any object used which can cause harm to an individual)
- Bringing the school into disrepute as a result of serious incidents out of school (including use of the internet/social media)

Depending on the seriousness of the behaviour the following actions can be taken but, in all instances where Red is given, the parents will be informed:

- Losing playtime may be given for a serious 'RED / Zero Tolerance' offence or if a child continues the behaviour that resulted in an Amber
- Child sent to another appropriate adult to explain their misbehaviour
- Time out e.g. outside area under supervision, another group, another class

- Referral to SLT/Head of School
- Parents informed and involved in the behaviour management process
- Use of a progress home/school book (learning journal if applicable) (SLT member to authorise)

Thurlby Community Primary Academy is committed to promoting self esteem:

The Academy also aims to improve behaviour by promoting positive self-esteem. This will be achieved by:

- Adults taking time to be curious and always listen to children
- Celebrating all successes, in and out of school
- Giving children responsibilities
- Valuing children's contributions and ideas
- Praising at every opportunity to a wide range of audiences, including use of 'All Things Thurlby Newsletter' etc.
- Respecting children as individuals
- Nurturing children's character development (within curriculum and extra-curriculum)

Classroom Expectations:

Class rules will be discussed at the beginning of the year. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

Classes should also have a category/categories above GREEN so that children can always be praise and succeed above the green expectations.

Guidelines for positive behaviour management:

1. Establish a fair, reciprocal relationship with the children in your care
2. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'. Praise children for working hard as opposed to being intelligent
3. Where possible, identify when behaviour problems are likely to arise and use strategies to modify pupil's behaviour and support their success
4. Know the Academy's expectations and the reasons for them. Be clear, firm and polite about the behaviour boundaries
5. Know what sanctions you can use, but try to avoid using them, or delay them - especially as validation of emotions may defuse the immediate situation
6. Always remain calm when you speak to children. This will help you maintain your authority and confidence and keep your relationships with them positive
7. Avoid telling a pupil off in public and do not shame children
8. Avoid the use of sanctions where support strategies will suffice
9. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school

Annex A: Behaviour principles - COVID-19

The following behaviour principles must be followed by all children at Thurlby Community Primary Academy. Altered routines for arrival or departure must be followed.

- Children **MUST** wash their hands on entry to the building, before eating, after being outside and before, after using the toilet and after a new activity if equipment is involved
- Children can only socialise with peers in their 'bubble' - they must endeavor to maintain a 2m distance from their peers and staff
- Children must not walk around the building unless they have been given permission
- Children must use the red toilet signs
- Children must follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children must not share any items including drinking bottles unless told that they have permission
- Children must play in their designated area
- Children must not cough or spit at, or towards, any other person
- Children must not make physical contact with other children or staff. This includes positive and negative touching

Identify any reasonable adjustments that need to be made for students with behaviour that is more challenging and/or children with SEN.

Any persistent infringements of these rules will result in the school needing to consider the most appropriate form of sanction; this may in extreme circumstance include exclusion from school.