

Durham County Council

THORNHILL PRIMARY SCHOOL



Behaviour Policy

Thornhill Primary School Behaviour Policy

1. Aims

Thornhill Primary School aims:

- to enable all pupils to achieve to the best of their ability in a safe, secure, caring and calm school environment;
- to enable all staff to be able to teach to the highest standard in a purposeful atmosphere;
- to promote within the school a sense of community and a shared ethos and purpose which reflect positive moral and social values;
- to develop procedures which promote good behaviour and thus reduce the likelihood of disruptive behaviour, including bullying (reference School Antibullying Policy);
- to promote an emphasis on positive encouragement, to praise and recognise appropriate behaviour.
- to enable all in our school community to achieve success and thereby promote the development of self esteem, self discipline and mutual respect;
- to encourage a sense of collective responsibility amongst staff and pupils and foster a sense of commitment to the whole school;
- to work in partnership with pupils, parents (carers) and the wider community.

2. Objectives

- to provide clear guidance to parents (carers), staff and pupils regarding the standards of behaviour expected in school;
- to provide staff with a behaviour management programme that is fair, consistent, manageable and the responsibility of the whole school community;
- to model, recognise, reward and encourage appropriate behaviour;
- to share successes and difficulties with parents (carers)

3. Entitlement

Our pupils have the right:

- to be educated in a safe, secure, calm and caring environment;
- to be educated in a setting where rules, rewards and consequences are used in a fair and consistent manner;
- to be taught what behaviour is expected and what is unacceptable;
- to have positive models of behaviour recognised, rewarded and encouraged;
- to be shown respect and to have their opinions, rights and responsibilities valued.

Parents (Carers) are entitled to:

- be regularly, consistently and actively involve in the social, emotional, moral and educational development of their children;
- share in their child's successes as well as their difficulties;
- early, positive involvement in achieving a constructive solution to any situation involving their child which is causing concern;
- information about the School's Behaviour Policy with clear guidance regarding the standards of behaviour expected in our school;
- appropriate contact with teaching staff. This would initially be a phone call home after school rather than approaching parents afterschool on the yard.

The school is entitled to:

- the co-operation of parents (carers) and pupils in completing and adhering to the Home / School Agreement;
- support from parents (carers) in helping their child to live within our positive system of management of behaviour.

4. Outcomes

Thornhill Primary School will be a safe and secure environment for pupils and staff, where all will thrive and be happy as they achieve their full potential.

We believe that the attitudes and behaviours of pupils are influenced in almost every aspect by the way in which the school is organised and how it relates to the community it serves. The positive ethos, identity and character of our school result from the careful management and involvement of these factors.

5. Whole School Issues

5.1. Audience

We believe it is essential that this policy and the accompanying guidelines and routines are familiar to all the groups operating within our school, including:

- teaching staff, existing, new and supply
- non teaching staff
- pupils
- parents, carers
- students, work experience pupils and volunteer helpers
- governors

5.2 Classroom Organisation

We aim to lay out teaching areas so that pupils can move around safely without disturbing others, within the confines available.

Routines such as having calming background music on when children enter in the morning, and those for selecting and tidying up equipment e.g. having a marking box, should be clear and well established. These routines provide the pupils with opportunities to take responsibility for equipment, resources, themselves and others.

Staff are aware of potential behaviour 'hot spots' and safety issues, such as entering and leaving the premises, retrieving coats, queuing and moving around the school and so these activities are supervised. Class teachers and support staff take children to the cloakroom and supervise exiting and entering the building. Class teachers escort their class outside at home time and ensure a known adult collects each child to reinforce safeguarding.

5.2. Behaviour Programme

Staff at Thornhill Primary School have worked together to produce a programme for the management of pupil behaviour and we have endeavoured to design a system that is simple, consistent and of maximum benefit to pupils, staff, parents (carers) governors and all groups that form our school community.

Details of the Behaviour Programme can be found in the accompanying Guidelines section of this policy.

6. Severe Incidents of Poor Behaviour

For those challenging children or situations which are beyond the school behaviour system e.g. fighting and physical abuse, open defiance, swearing and spitting. Staff have a pink card system where a responsible child can be sent to the Head teacher with a pink card. This alerts the Head teacher who will then go to the class or area and deal with the incident and record it in the Class Concerns File. The parents are informed and this may lead to exclusion.

6.1. Exclusion

Other behaviour which would lead to exclusion would include stealing, extortion, violence of a vicious kind towards pupils, adults or property, sexual behaviour towards adults or other pupils and racial incidents. This would be done by the Head Teacher following the LA procedures. In the absence of the Head Teacher the Deputy Head Teacher would carry out these procedures.

Racial and Bullying Incidents also need to be reported to the LA using their procedures.

6.2. Permanent Exclusion

Repetition of the above behaviours in spite of special procedures may result in permanent exclusion. This is carried out according to LA procedures.

6.3. Pupils conduct outside the school gates

Teachers will have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

This could occur when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- Or is in some other way identifiable as a pupil at the school.

Also alternatively if misbehaviour could:

- have repercussions for the orderly running of the school
- pose a threat to another pupil or member of the public
- Or could adversely affect the reputation of the school.

6.4 Searching, screening and confiscation

Staff at Thornhill Primary will follow the advice given in the DfE document *Searching, screening and confiscation February 2014*, which states:

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

knives or weapons
alcohol
illegal drugs
stolen items

tobacco and cigarette papers

6.5. Use of physical restraint

Staff at Thornhill Primary will follow the advice given in the DfE document *Use of Reasonable Force in Schools July 2013* which states;

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Small children can be calmed down by staff folding their arms around them in a gentle way.
- Force can be used to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

This policy was created by : Mrs. J. M. Jones

Signed.....S. Green..... Head teacher

SignedF. Brown..... Chair of Governors

Date.....September 2018.....

Policy to be reviewed annually or as necessary.

GUIDELINES

At Thornhill Primary School we place great importance upon the school being a safe and happy environment. Staff, children, parents (carers) and governors all work hard together to achieve this.

An emphasis is placed upon self discipline, kindness, courtesy and consideration for others. Children and adults, in an atmosphere of close cooperation, should develop friendship, a responsible attitude, politeness, consideration and respect for others.

The following procedures will enable our behaviour policy to be implemented effectively.

Foundation Stage (Nursery and Reception Class) The Sunshine System



The 'sunshine system' operates in the Foundation Stage. Each child starts the day on the sunshine. If they do something out of the ordinary or perhaps achieve a target they are moved onto the rainbow! If a child chooses not to do 'the right thing' they are given a warning and if a second warning is given then they have to move their face onto the cloud. In most cases this is enough to deter the child and after a short period they may be returned to the sunshine.

Behaviour System for Year One through to Year Six

CLASSROOM RULES

Teaching staff need to be specific about the kind of behaviour that is expected and what is not acceptable. Classroom rules should be negotiated by each teacher with their individual class. Once rules have been agreed they should be displayed prominently in the classroom and referred to consistently.

Classroom rules should be stated from the positive and not the negative to give a clear indication of good behaviour. There should not be too many so that children can remember and follow them.

Classroom rules might include for example;

- please put your hand up when you want to speak
- finish your work in the time given
- listen carefully at all times
- sit smartly and sensibly
- push your chair in when you leave your seat
- use kind words and deeds

SCHOOL RULES

School rules are negotiated with the School Council. These are displayed in each classroom and around the school.

Currently these are:

At Thornhill Primary School we:

- Take care of each other and keep hands, feet and objects to ourselves.
- Always be on your best behaviour, welcoming visitors to our school.
- Always walk quietly, smartly and safely.
- Take care of our school and keep it tidy.
- Be polite.
- Do as you are asked the first time by an adult.
- Make sure that we keep our school a fair school, where we respect each other.

SCHOOL REWARDS AND SANCTIONS

REWARDS

Class based system - Each class can set up their own rewards system. For example 'name in the tin or class lottery'. This allows class teachers to reinforce good behaviour with the reward of a small weekly prize.

Golden time - All pupils needs to receive regular praise and encouragement. If pupils hear regular good news about their qualities and strengths they will be able to work more constructively. At Thornhill Primary we aim to give regular rewards to all pupils for sustained positive behaviour and /or to break inappropriate behaviour patterns, so we operate a system of Golden Time. (Golden Day)

Golden Day usually occurs on the last day of every half term. It is a full day of planned fun activities, such as sports circuits, baking sessions, themed art and craft activities, film sessions, specialist workshops, visitors e.g. Lions of Zululand and whole school visits e.g. theatre trips.

Classes are sometimes spilt into mixed age groups, with siblings also placed in the same group. They then rotate around a series of activities. This mixing up of year groups further strengthens the social bonds within our school community.

Daily Extra Playtime linked to yellow cards - When each class manages to complete a whole week without a yellow card, the class earns five minutes extra playtime added to the daily

lunchtime break. This means they come in at 1.00pm the second lunchtime bell. However, if a yellow card is awarded then this extra five minutes per day is removed from the whole class for the following week, so they come in at 12.55pm, the first lunchtime bell.

When children come in on the first lunchtime bell the five minutes should be spent sat in their seat, reflecting on the reason why they have had the extra playtime removed.

SANCTIONS

If the children are not able to keep class and school rules the following sanctions must be used consistently, by all staff, in order to ensure that the consequences of poor behaviour are clear to children and fair to all.

Incidents of poor behaviour must also be noted in the Class Concerns File, reference Appendix 2 for sample record forms.

Sanctions - depending upon the severity and frequency of the behaviour the following may be applied
verbal warning in class
Time out in class
Lost playtime in duty classroom, name recorded on class record sheet by class teacher. KS1 to complete high frequency word spelling sheet KS2 to complete an appropriate Junior Detention Paper.
(A whole week of playtimes can be taken for one incident if it is serve.)

Golden Time - if a child has lost playtime they move back on the Golden time chart as outlined.

Yellow Card - given out at playtimes and lunchtimes.

Earning Golden Time for Golden Day - Golden time is awarded for good behaviour. If it is removed there is the chance to still earn enough golden time with future good behaviour. The record system for golden time is to be completed each week on a Friday. Class record sheets are to be displayed in each classroom from Year 1 to Year 6.

Completing Golden Time Record Sheets - Children are awarded a session of Golden time each week. If they miss a playtime they move back a number on the chart as outlined below

e.g.

CHILD	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Child 1	1	0	1	2	3	4	3
Child 2	1	2	3	4	4	4	4

Child one lost their playtime in week 2 so moved back one number on the chart that week.

Once a child gets to 4 sessions, they stay on 4, but if they miss another playtime then they move backwards e.g. Child one missed their playtime in week seven so only has three sessions.

Child two did not miss any playtimes over the half term and so has earned full golden time, 4 sessions.

Children must earn 4 sessions to have a complete Golden Day. If they have only 3 sessions they miss the first activity, 2 sessions they miss the first 2 activities and so on.

If a child is absent on a golden day for which they have lost time this will be carried forward to the next golden day when they will lose the time.

Yellow Cards - A system of yellow cards is operated by all staff (including lunchtime supervisors) at playtimes and lunchtimes. Yellow cards will be given to children for incidents of poor behaviour. When awarded to individual class members they affect the whole class and their daily extra playtime, as described. Therefore there is an added incentive to work together as a class team to support class members who find it hard to behave in order to preserve class extra playtime sessions.

If a child is given a yellow card they must apologise to their class and then, KS2 children need to take the card home to be signed by a parent or carer and then returned to school the next day. For KS1 children staff should discuss the yellow card with a parent and get it signed.

Once returned to school yellow cards should be stapled to a concerns sheet and stored in the concerns file under the name of the child given it.

Home / School Behaviour Books - Whenever appropriate a home / school behaviour book will be started. Parents will be invited into school for consultation about incidents of poor behaviour.

The book will be sent home on a daily basis, giving an account of the pupils behaviour that day (smiley faces and points systems can be used to indicate daily behaviour.) The parent (carer) should then return the book signed for the beginning of each school day.

Extra Learning Time

Children who fail to complete homework including those with poor spelling and maths fact scores should not have their playtime removed. They need extra support and should be given time for extra learning. Daily extra learning time occurs from 12.00 - 12.15. If children cannot attend at this time they should complete extra learning during assembly time on a Monday and Wednesday or alternatively complete tasks during foundation subject sessions.

AWARDS

Star of the Week - Each week teachers need to review pupil behaviour and decide on the award of an overall pupil of the week. Once chosen this pupil will receive a prize in the Friday Celebration Assembly from the Head teacher and a metal Star of the Week badge to wear for the week.

Academic Performance Certificates: In KS1 and KS2 children can be awarded merit marks for academic achievement. Individual merit marks enable children to work towards gaining bronze, silver, gold and platinum certificates over a sustained period of time. Children need to achieve 20 merit marks for each level (bronze 20, silver 20, gold 20, platinum 20). These certificates are awarded in the Friday Celebration Assembly.

Attendance Shield - School attendance is monitored closely and a weekly attendance shield is awarded to the class with the highest percentage attendance. This award fosters a sense of team spirit and competition between the classes.

