



Good Behaviour Policy

Date written: May 2017

This document gives guidance to staff on behaviour management and identifies our whole school approach. It also provides information to supply teachers, trainee teachers, governors, parents, children and other visitors.

Rationale

Children learn best when they are safe, happy and valued. We believe that everybody who attends our school has the following rights:

- **The right to learn**
- **The right to be happy**
- **The right to be valued**
- **The right to be safe**

These rights underpin the procedures and strategies in place throughout the school. With these rights come responsibilities, children at Thompson Primary School have the following responsibilities:

- **To follow the 'Golden Rules'**
- **To follow class rules**
- **To be responsible for 'my' learning**
- **To understand that 'my behaviour' can have an impact on the learning of others**

Aims

- To develop a calm, safe, happy environment where children are able to learn and staff are able to teach effectively
- To develop a consistent approach (around the child) to behaviour management throughout school
- To reward children that uphold the school rules
- To ensure children know their rights and responsibilities and understand the consequences of the choices they make

Golden and Classroom rules

The rights and responsibilities, including the 'Golden Rules' are displayed prominently throughout the school and in every classroom.

Children create class rules; each class may be different. These rules are put in place at the beginning of each academic year.

(See appendix 2) for Golden Rules

Good behaviour is about:

- Children and adults behaving in a responsible manner towards others, showing consideration, courtesy and respect for other people at all times
- Accepting responsibility for ourselves, each other, our learning and our school
- Moving around considerately and reasonably quietly
- Playing sensibly and safely
- Working hard in a reasonable manner

Class Dojo

Class dojo is a daily classroom reward and sanction system. The children are awarded points for behaviour. Parents can engage with this system and monitor the behaviour of their child.

Good behaviour is encouraged by:

- Developing respectful relationships and building self-esteem
- By being clear and consistent about what is seen as good behaviour
- Leading by example

Classroom behaviour management

Good classroom behaviour management arises from there being good relationships developed through a positive approach with a common sharing of rights, rules and responsibilities encouraged.

- The School Golden Rules should be adhered to
- Class rules should be linked to the school's Vision Statement, our Golden Rules are to be explored and discussed (to ensure understanding) with the class
- Rules need to be clear, well understood and positively phrased. These are reviewed at the beginning of every academic year and at other times when necessary
- Praise encourages self-esteem, reinforces rules through immediate feedback, and places emphasis on good behaviour
- Children should be given responsibilities within the class/school setting
- Where there is poor, but not disruptive behaviour, the teacher should make eye contact with the misbehaving child, tactically ignore attention seeking behaviour and seek to praise the behaviour of other children. When the disruptive child's behaviour becomes appropriate behaviour, seek to praise the child

- Should the behaviour of a child come to the point where it is disruptive and impinges on the rights of the other children to learn, the child should be reminded of the correct code of behaviour and reprimanded accordingly

Definitions:

The following are examples of how we define mild, moderate and extreme behaviour as agreed by all staff and governors:

Mild behaviour	Moderate behaviour	Severe Behaviour
<ul style="list-style-type: none"> • Annoying others • Running in school • Talking when others are speaking • Not sitting appropriately 'on the carpet' • Not lining up appropriately when required • General unhelpful behaviours such as: excessive/noisy fiddling, refusal to share 	<ul style="list-style-type: none"> • Lack of respect for property and our school environment • Being ill mannered – interrupting • Defiance/refusal to respond to instruction • Repetitive/constant shouting out • Throwing stones • Taking equipment from other children • Swearing/non-appropriate phrases • Name calling • Arguing and shouting at adults 	<ul style="list-style-type: none"> • Racial abuse • Theft • Bullying • Leaving the school premises due to non-compliance or anger • Physical/verbal violence towards others • Violence towards property • Repeated swearing/non-appropriate phrases

Sanctions for mild, moderate and severe behaviour

MILD BEHAVIOUR	MODERATE BEHAVIOUR	SEVERE BEHAVIOUR
<p>Actions include:</p> <ul style="list-style-type: none"> ✓ Red Dojo applied ✓ Verbal warning - reminding a child of what is considered to be appropriate behaviour ✓ Time allocated for reflection, then action by the child to make amends in a suitable way 	<p>Actions include:</p> <ul style="list-style-type: none"> ✓ Staff to use playtime/lunchtime time-out at their discretion, to include a period of reflection. ✓ Loss of privileges and spending time away from friends ✓ Repeated moderate misbehaviour is referred to Senior / Head Teacher and may include referral to parents 	<p>Actions include:</p> <ul style="list-style-type: none"> ✓ Head teacher involved ✓ Head teacher to speak to parents/child if appropriate – possible internal exclusion applied ✓ External agency involvement ✓ Exclusion (Fixed or permanent)

		✓ Behaviour logged on Pupil Asset
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Good home school links are very important at every stage to enable parents and staff to work closely together to encourage the child to display appropriate behaviour or respond to the sanctions taken.

Behaviour Log

The Class Dojo system provides a simple behaviour log, enabling patterns of behaviour to be monitored. Staff will also use Pupil Asset to log Severe and outstanding behaviour. If staff have tried all strategies and feel they need assistance in the classroom they can contact the Head teacher to come and assist. Should the above intervention not succeed in managing the child’s behaviour, the action taken will be at the discretion of the Head teacher, and may include fixed term or permanent exclusion.

Exclusions

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Suspension or exclusion are the ultimate sanctions to be used in rare cases or extreme cases.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community and follows County and government guidance.

Our Approach

In implementing the above strategies we strive to use a calm, positive, fair approach where children are rewarded and acknowledged for good behaviour whilst knowing the consequences of their actions if they breach the Class and/or Golden Rules. We believe a restorative approach to behaviour management reflects our school values and encourages children to learn and move on from exhibiting poor behaviour.

Rewards

However, our main focus is always on encouraging and rewarding positive behaviour. We value all of our children at Thompson Primary School and have various ways to celebrate successes and positive achievements. Verbal praise is the most direct example and the most immediate and is given individually to a child on a one to one basis or in front of their peers. Other forms of reward are used to be indicative of good behaviour and hard work. (See appendix 3

Appendix 1: Vision Statement –

The School's Vision

At Thompson Primary School we take pride in developing our teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

Our students are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes. At Thompson Primary School we work hard to develop growth mind-sets. We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude.

In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect and empathy, where diversity is valued and celebrated - both within school and the wider world. Safeguarding and welfare are extremely important and pupils are taught the virtues of kindness, appreciation and what it means to be courageous. Special care is taken to educate everyone in the Thompson community about the needs of others and how best to meet them. We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the Thompson community in a positive and supportive manner.

High quality teaching is a key priority at Thompson Primary School and the relationship between staff and children underpins inspirational, supportive and effective teaching and learning. Staff are actively involved in identifying their support and training needs. We ensure that there is a wide range of quality training available and that staff are able to learn from each other and share good practice.

It is our aim for all children to leave Thompson Primary as independent learners with self-belief and a deep respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success.

Appendix 2

Golden Rules

Our Golden Rules:

- We are kind– we do not hurt each other
- We are helpful – we do not say or do unhelpful things
- We work hard – we never waste time
- We listen to people – we do not interrupt, shout out or ignore each other
- We are respectful – we value everybody and their possessions at our school
- We are polite – we show good manners
- We are honest – we always tell the truth

Appendix 3

Rewards

- Positive encouragement, through comments written in books, stamps and stickers
- Class dojo points that are collected each half term and the top 3 children from each class are invited to afternoon tea
- Weekly certificates that award behaviour and achievements
- Golden time
- House points
- Ensuring parents are aware of good behaviour and achievement through messaging and the class story on the Dojo system.