

Thirsk

Community Primary School

Behaviour Policy

Agreed by Governing body
to be reviewed September 2021



Success, everyone, everyday.

Mission statement:

At Thirsk Community Primary School, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment.

‘Everyone is an individual and everyone is important’

This is a copy of the behaviour policy we use throughout the school. This policy has been updated to reflect the changes that are needed in response to Coronavirus. The changes to the policy are outlined in Annex B which is found at the end of the policy.

Main Principles

- 1) All members of the school community have a right to be safe, and feel safe, from physical and emotional harm.
- 2) It will allow teachers to teach and children to learn, in an atmosphere that is conducive to successful learning.
- 3) It will be based on the belief that such an ethos is best encouraged by a positive response to good behaviour, and where sanctions are used as a last resort when necessary.
- 4) It will foster self-directed compliance with the rules of the school community and encourage independent thinking.
- 5) It will encourage tolerance and the celebration of diversity within the school regardless of culture, ethnicity, gender or disability.

A behaviour policy will only work successfully where **all adults** within school take responsibility for the actions of **all pupils**, whether they usually work with them or not. All adults have the responsibility to encourage and support good behaviour, applying the code fairly and indiscriminately.

Support for staff in school.

It is clearly recognised that finding behaviour management of a particular group of pupils can be difficult at times. It is not a sign of weakness to seek support and guidance in this area. Indeed, recognising a need for further professional development is a sign of a reflective practitioner and will be dealt with as such. In the first instance support can be sought from colleagues, a senior member of staff, the Deputy Head teacher or the Head teacher. Additional training can be arranged if necessary.

The Basic Code of Conduct.

The ethos and behaviour of the school is underpinned by our Golden Rules;

- ✓ We have kind hands and feet
- ✓ We follow instructions first time
- ✓ We care for everyone and share
- ✓ We look after property
- ✓ We use language that doesn't hurt or upset

How the elements of the code are worded will vary depending on the age of the children but the spirit of the code will be present in all its forms. To ensure the success of the code each class will have an agreed process and set of rewards and sanctions. These will be displayed prominently in the classroom alongside the code and copies will be sent home to encourage the whole school community to engage with them.

Rewarding Positive Behaviour -Learning behaviours

Across the school there will be a universal set of 5 learning behaviours. Points are given out to pupils as individuals, pairs or teams to recognise, reinforce and reward positive behaviour. It is firmly understood across our school that, in most cases, celebrating positive behaviour is more rewarding and effective for pupils than the use of sanctions. However, it is also understood that the use of sanctions is needed at times. These are the learning behaviours that are used throughout the school and for all pupils:

- **Active listening** - the expectation is that all children will be focussed on what the speaker is saying, giving the speaker their full attention.
- **Teach and Support** - a pupil helping another child in any way e.g. explaining a concept, giving praise or encouragement, acting as a mini-teacher
- **Job done** –Completing any task, this could be a speaking task or a written task
- **Everyone Engaged** –Children are engaged in the task you have asked them to do. They are giving the task their full attention
- **Explain and Elaborate** - The child has provided an explanation/answer in a full sentence or used ambitious vocabulary. The child may be explaining to an adult or to the whole class.

Learning behaviours are displayed in each classroom and referred to throughout teaching sessions. Pupils are awarded Learning Behaviour points regularly throughout the whole lesson. Up to 5 points are given out at any time. With 5 points being where there has been an excellent demonstration of the learning behaviours.

Individuals and teams record points on a score sheet. These are totally at the end of each week. The individual or team with the greatest increase in points from the previous week are declared the winners. This process begins afresh at the start of a new week. Points are never taken away from an individual or team. The emphasis is to celebrate the positive achievements of pupils.

This approach can be adapted to the different ages and stages of development and for pupils in the Early Years may work in an adapted way. For example as a whole group.

Sanctions.

Sanctions work best where they are proportionate and used as a last resort. Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions should only be applied to those who have chosen not to follow our Golden Rules, not to a group of pupils indiscriminately. They should always be used on the basis of correcting the specific behaviour and never used to comment on the child themselves more generally. On rare occasions staff may use raised voices to give auditory indication that a child needs to follow instructions, however the use of the code should normally be operated within a context of calm application.

The following escalating sanctions will be used across the school.

- 1) A verbal reminder stating clearly what the child is getting wrong and what the expectations of the teacher are. (no loss of golden time)
- 2) Movement within the class. (loss of 2 minutes golden time)
- 3) Removal to a partner class for 15 minutes (work to be taken). (loss of 3 minutes golden time)
- 4) Loss of a playtime supervised by a member of staff, with work to be completed. At this stage parents are informed by the class teacher when the child goes home. (loss of 6 mins minutes golden time)
- 5) Removal of the child to the Head Teacher (or other senior member of staff). The sanction for the child at this stage is at the discretion of the Head Teacher or Deputy but will always include the child not being able to use the playground again until a significant and sustained improvement in behaviour is observed (at least 1 day). The child will also not be returned to the class for at least the remainder of that learning session. At this stage the Head will talk to parents when the child goes home. (loss of all golden time for that week)

The progress of each child through these sanctions should be recorded on a clearly visible tracking sheet. Pupil who are recorded in the tracking sheet will lose a proportion of their golden time for that day. At the start of each new day the process will begin again and the "slate" be wiped clean from the previous day.

Use of Sanctions during lunchtime or break time:

An initial reminder

- 1) A second verbal reminder stating clearly what the child is getting wrong and what the expectations are, for example continuing to stand on a bench or continuing to with inappropriate play.
- 2) Time out, a child will be reminded of what they are getting wrong and will be asked to spend a period of time 5mins with a member of staff.
- 3) Time in, pupils will lose 15mins of the next break, this may be during the following day or in the advent of absence when a pupil returns to school. This will be either negotiated between staff or with the Deputy Head teacher or Head teacher.
- 4) Removal of the child to the Head Teacher (or other senior member of staff). The sanction for the child at this stage is at the discretion of the Head Teacher or Deputy but will always include the child not being able to use the playground again until a significant and sustained improvement in behaviour is observed (at least 1 day). The child will also not be returned to the class for at least the remainder of that learning session. At this stage the Head will talk to parents when the child goes home.

The progress of pupils through this process will be recorded on a red/pink tracking sheet, where pupils have been recorded on the tracking sheet this information will be passed to the pupils class teacher and added to the class tracker. This is designed to further reinforce good behaviour when the pupils are in a less structured environment.

This process will need to be fairly enforced and used. Stages should not be skipped, except in 3 specific instances – (a) where the child is putting themselves or another in imminent or actual danger of physical harm (including spitting), (b) where the child swears at an adult and (c) when a child uses language that discriminates (racist, homophobic, language relating to travelling families). In all three of these instances the child should be moved to stage 5 and the Head Teacher or other senior staff involved.

Use of Restorative practice

Where ever possible restorative practice will be used. This is paramount to help pupil develop skills to avoid repeating the same mistakes.

Parents' Responsibilities

It is essential that our parents understand and support our Behaviour Policy, as a parent or carer of a child at our school these are our expectations:

- ✓ To make children aware of appropriate behaviour
- ✓ To encourage independence and self-discipline
- ✓ To show an interest in all that their children do at school
- ✓ To support the school in implementing this policy
- ✓ To be aware of our Golden Rules

Involvement of the Head Teacher

In some cases children will need to be sent to the Head Teacher. In this case the child will always have the opportunity to explain what they think has happened and why and the incident will be carefully checked out by the Head. If the child agrees to improve their behaviour and accepts the sanction decided upon by the Head things are sorted out in school and parents are told later that day.

If the child refuses to improve their behaviour their parents are rung. They may be asked to talk to their child on the phone or come in to talk to their child. If the child still refuses to improve they will then either be internally excluded or given a Fixed Term exclusion (if their behaviour fits the criteria for this as set out in the North Yorkshire guidance).

Parents will always be phoned if a child is violent, racist or swears at an adult. A record is made of what happened and the Head Teacher will decide what happens next. In these cases an internal or Fixed Term exclusion may be applied if the Head Teacher considers the incident warrants this.

Recording behaviour in school.

If we are to support children in school it is crucial that incidents are properly recorded and in good time.

1) For stepped incidents these should be recorded on behaviour tracker – to be sent to the school office at the end of the week.

2) If on Step 5 then to be **logged on CPOMS and always if there is a prejudiced based incident or suspected bullying** . In the descriptive section briefly describe the incident, note causes and your actions (so we can see what works with that child and what doesn't).

3) Children regularly (3 occurrences in 5 school days) on tracker will be picked up by Deputy head teacher or Headteacher to set up Behaviour Contract.

4) Children who go straight to Step 5 to work with Deputy Headteacher or Headteacher.

THIS PROCESS WILL ONLY WORK IF EVERYONE IS CONSISTENT IN HOW THEY APPLY IT AND DETERMINED TO MAKE IT WORK – NO-ONE CAN OPT OUT OR IT WILL NOT WORK.

Staff Red Flag Procedure

The aim of this is to be open and consistent both at class and Senior Staff level. Every member of staff has the right to raise a concern where they think there is a problem. If there is concern this needs to be brought to the attention of the Head teacher or to the Chair of Governors.

Children with social, emotional and mental health difficulties

For pupils who regularly break the code additional provision will need to be put in place to identify their additional needs and support them to return to keeping the behavioural expectations of the school community. Such support will clearly seek to identify the underlying causes of such behaviour.

Within the school there will be a small number of children who have social, emotional and behavioural difficulties beyond the norm. These children will have targeted provision maps to support them. As such the process outlined within this programme will be applied and may need to modify the application of the class sanctions. This will need to be clearly understood by the child themselves and the other pupils within the class. All such programmes should be seen as temporary measures that will return the child to the code governing the behaviour of the majority of pupils within the school. With such programmes the Deputy Head Teacher will be involved by a referral in the usual way and outside support may be requested (subject to the agreement of parents or carers).

Social Inclusion

One of the key aspects of a successful behaviour policy is to ensure that each pupil feels welcome and included within the school community. If a child feels unwanted or comes into school unready to become engaged in their learning then the process is doomed to failure from the beginning. This will lead at best to passivity and at worst, to disruptive behaviour and poor self-esteem. 8

We believe as a school that one of our duties is to provide a supportive framework for such children. This will act as a way of reducing any tensions and anxieties that can lead to disruptive behaviour.

This should have the following characteristics;

- ☑ Provide a calming way into the school day
- ☑ Reduce unnecessary examples of difference that lead to teasing and shunning (lack of washing, smelly clothes etc.).
- ☑ Provide a structure for children with concerns, worries or fears (from home or in school) to discuss these in a context of safety and confidence (within the bounds of Child Protection).
- ☑ A structure to provide additional emotional and emotional literacy support either on an adhoc or more extended basis.

Movement within, and around, school.

Movement around the school must be orderly with whole classes moving in quiet lines with hands behind their backs. Children are expected to respond promptly to signals such as playtime bells and move quickly and sensibly to meeting points. Where pupils are in lines they should be moved promptly and be appropriately supervised. Only one child from each class should be allowed to use the toilet at one time and two pupils at lunchtimes. Events such as handwashing after an art activity should be done within the class whenever possible and in very small groups if not possible.

Teaching effective and motivating lessons.

There is a clear duty on each teacher at Thirsk Community Primary School to plan and teach in a way that is conducive to allowing each child to achieve and behave appropriately. This should include opportunities for SEAL (Social, Emotional aspects of Learning) and circle time to address SEBD (Social Emotional and Behavioural Difficulties) within an emotionally safe environment. Pupils must be opportunities to understand socially acceptable behaviour and conduct, in addition empowering children in their ability to consider their behaviour/ actions and modify these to conform with social expectations.

R.Chandler

July 2020

Headteacher 9

Appendix A

Nursery Behaviour Policy

The Behaviour Management Policy at Thirsk CP Nursery will provide staff with the guidance required to ensure a consistent and positive approach to children's behaviour. Within the nursery, staff will aim to provide positive role models for the children through their interactions with each other and the other children, and will maintain a happy, caring, structured ethos, conducive to appropriate behaviour. Staff's expectations for children's behaviour should be high and, at all times, they should be led by example.

Staff should aim for children to learn to:

- ☑ ☑ Leave their parents/carers happily and with confidence.
- ☑ ☑ Participate in group activities and develop the skills of sharing and taking turns in their play.
- ☑ Ask for and be willing to receive help or advice from others.
- ☑ ☑ Follow simple instructions appropriate to their individual stage of development.
- ☑ Enjoy and respond to praise.
- ☑ ☑ Develop skills of concentration when involved in both self-initiated and adult-directed activities.
- ☑ Demonstrate good manners at all times.
- ☑ ☑ Show consideration and respect for the nursery equipment and resources, and for
- ☑ others belongings.
- ☑ ☑ Establish consistency in behavioural responses between home and nursery and when spending time with different adults

Staff should:

- ☑ Recognise the individuality of all our children.
- ☑ Support each child in developing self-esteem, confidence and feelings of competence.
- ☑ Work in partnership with parents and carers by communicating openly.
- ☑ Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.

When children behave in unacceptable ways:

- ☑ They should not be singled out or humiliated in any way. The staff within the nursery

will redirect the children towards alternate activities and a discussion will take place respecting that child's level of understanding.

- ☑ Staff will not raise their voices in a threatening way.
- ☑ Children should not be physically restrained, unless to prevent physical injury to

children or adults and/or serious damage to property.☑☑

- ☑ Parents will be informed if their child is unkind to others or if their child has been upset.
- ☑ Parents may be asked to meet with staff to discuss their child's behaviour.
- ☑ ☑ Confidential records of worrying/unacceptable behaviour should be kept, parents will be asked to come and chat about how they can support and help their child.

Annex B

Behaviour Policy –Update July 2020, full opening of schools

Annex – Changes to reflect current Covid restrictions and the 'Special Golden rules' -Annex C

Sanctions

Sanctions work best where they are proportionate and used as a last resort. Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions should only be applied to those who have chosen not to follow our 'Special' Golden Rules or our 'Golden' Rules, not to a group of pupils indiscriminately. They should always be used on the basis of correcting the specific behaviour and never used to comment on the child themselves more generally.

On rare occasions staff may use raised voices to give auditory indication that a child needs to follow instructions, however the use of the code should normally be operated within a context of calm application.

Whilst each class will word their sanctions slightly differently to help the understanding of different groups of pupils the process will be the same.

The following escalating sanctions will be used across the school.

An initial verbal reminder stating what the child is getting wrong and what the expectations of the teacher are -this is not tracked on the tracking sheet.

1) A second and final verbal reminder stating clearly what the child is getting wrong and what the expectations of the teacher are.

2) Loss of part of a breaktime to a maximum of 5 minutes, depending on the age of the child. The pupil will need to remain with staff from within their bubble. For example, they may need to stay in the classroom (if appropriate and safe) or safely wait with a member of staff whilst they are on duty. **At this stage parents are informed by the class teacher when the child goes home by the class teacher**

3) Loss of a breaktime supervised by a member of staff from their bubble, with work to be completed. At this stage parents are informed by the class teacher when the child goes home. **At this stage parents are informed a senior member of School Staff e.g. Phase Leader/ DHT/ HT**

Any conversations with parents/ carers need to pay close regard to social distancing and the necessary Covid guidance. Ideally these will need to be done remotely.

Where there are concern that pupils are continually not following the Special Golden Rules this needs to be brought to the attention of the Head Teacher so that this can be quickly addressed with the appropriate parents or carer of the pupil.

R. Chandler

Headteacher

16.7.20















Annex C

Our Special Rules for Returning to School

Our Golden Rules;

- ✓ We have kind hands and feet
- ✓ We follow instructions first time
- ✓ We care for everyone and share
- ✓ We look after property
- ✓ We use language that doesn't hurt or upset

Our Special Golden Rules

		Do not touch anyone. You're allowed to give yourself a hug though! Use your own equipment on your table. Do not touch other people's tables or equipment.
		Never put equipment in your mouth.
		Where you can, social distance. When lining up, look for the markings on the floor or use your arm in front of you to leave a space. Keep to the left when moving around the school.
		Sing 'Happy Birthday' twice whilst you wash your hands for 20 seconds. Do this regularly, throughout the day.
		Always stay with your own bubble. Do not go near other bubbles.
		Blow your nose, using a tissue. Bin it immediately. Then wash your hands thoroughly.
		Cough or sneeze into your elbow.
		Try not to touch your face.



Tell an adult immediately if you feel unwell.

Annex D –Covid tracking document

