

# Thurgoland CE Primary

## Behaviour Policy



Approved by:

Headteacher Mr D Jordan

Date: 15.09.2022

Chair of Governors Mr N Shiggins

Date: 15.09.2022

Review date: Autumn 2023

## Introduction

This policy was created after consultation with members of staff, pupils and parents within our school. It has been formally approved by our governing body and reflects our approach at Thurgoland C of E Primary School.

## Aims and Principles

The policy sets out the expectations of behaviour at Thurgoland C of E Primary School and is underpinned by the ethos and aims of our school and values held by the school community. The standard of conduct expected of our pupils is underpinned by the Christian values upon which the school was founded.

### Aims of the school

- To promote a safe and positive climate and ethos in school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To enrich our pupils with life skills and values to support them in their future.
- To promote and encourage positive communications between homes, our community and the wider world.

The staff, pupils and governing body seek to create an environment which ensures that we have outstanding behaviour and attitudes towards learning and allows everyone to be their 'Best Self'. Our pupils are encouraged to behave well through the vision and values and rules to promote children to be their 'Best Self at Thurgoland'

Thurgoland C of E Primary has an inclusive approach to our provision. Our aim is to always involve all our children, staff, parents and governors in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise children with specific disabilities may require alternative adaptations or arrangements to be made where necessary.

## Rationale

*"The school motto of 'learning together in faith and joy' is being lived out on a day to day basis, enabling all pupils to achieve their full potential as well-rounded, confident and spiritually aware individuals."* SIAMS Report: March 2018.

Behaviour and attitudes to learning at our school are good. The children work hard and make us proud every day. It is important however that we continue to maintain the current high standards and that we have clear guidelines in place for any occasions where these high standards are not adhered to. This policy has been developed through consultation to ensure that we have outstanding behaviour and attitudes to learning and allows everyone to be their 'Best Self'.

Our home/school agreement ensures we work with pupils, staff and parents to make Thurgoland a safe and nurturing environment where all children can learn and play together in faith and joy. The agreement allows for school and parents to support each other to work towards our behaviour expectations in school. This policy has been agreed by all stakeholders through consultation to ensure we have a significant degree of consistent and effective behaviour management in our school.

We understand that the social and emotional development of our pupils impacts on their enjoyment of learning and life and their ability to reach their potential. We recognise that all pupils have the right to appropriate support to ensure that the whole child is able to develop, regardless of whether their difficulty is physical, emotional, mental or social.

## Role of Head Teacher

The Head Teacher is responsible for implanting the school behaviour policy consistently throughout the school and on request report to Governors on the effectiveness of this policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher will store records of all reported incidents of misbehavior and has the responsibility for giving fixed term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## Role of Staff

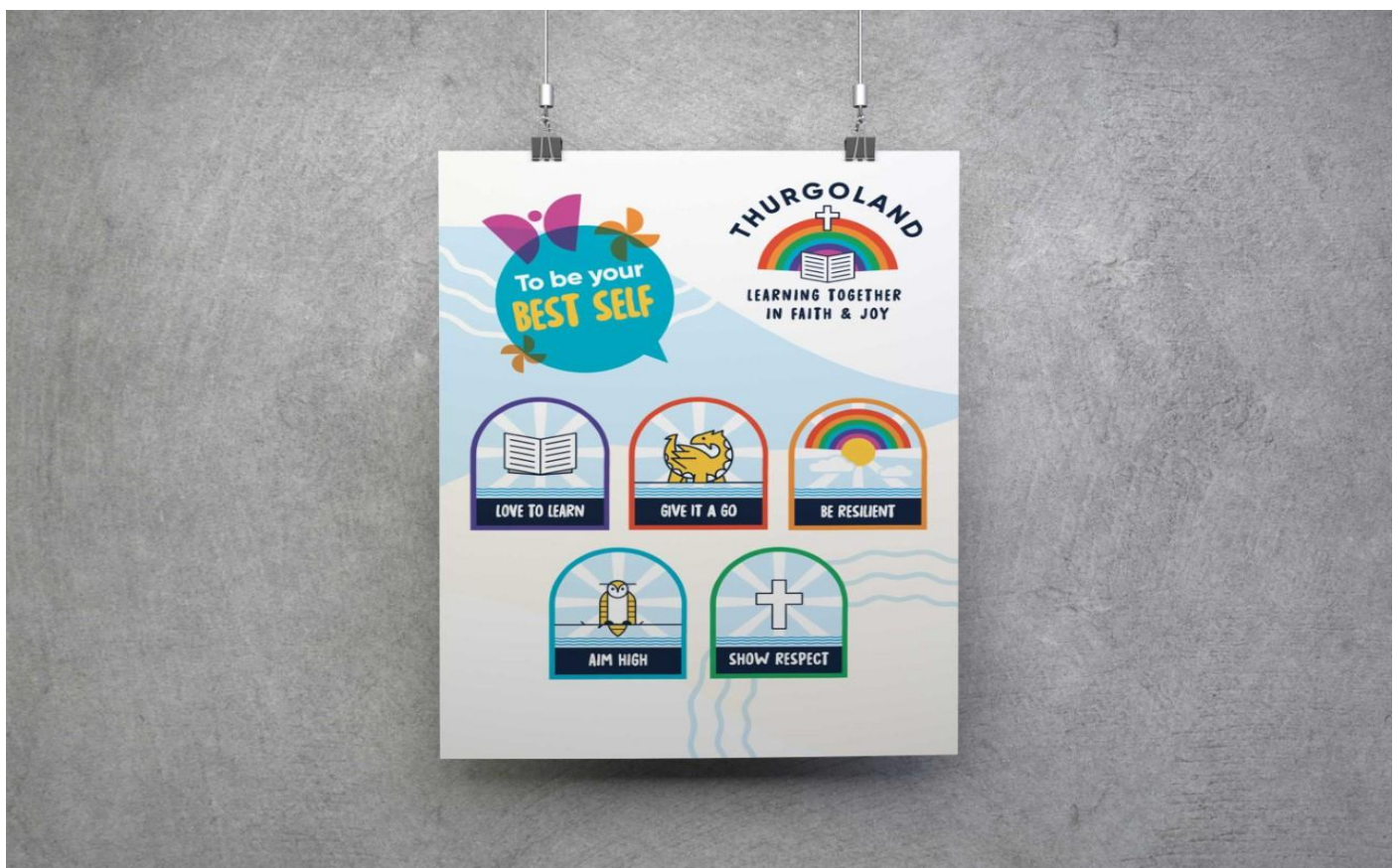
All staff within the school have the responsibility of modelling high standards of behaviour both when addressing children and other members of staff as their example has an important influence on the children. All teachers are responsible for dealing with incidents in and around school. Incidents can be referred to Senior Leadership Team and ultimately to the Head

The adults of our school should aim to:

- Create a positive learning environment with realistic and clear expectations
- Emphasises the importance of being valued as an individual
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contributions of all.

## Role of Pupils

It is our aim to foster in all pupils a sense of self-discipline and be responsible for their actions and behaviours, which will allow them to make a valuable contribution to school life. Pupils are encouraged to have responsibility for and ownership of the school ethos and environment. Pupils are elected by their



peers onto a School Council. This meets on a regular basis and discusses and acts upon a range of issues, which have been brought to the councillors by other pupils.

Pupils are role models within the school. Children in upper key stage 2 take on the roles of peer mediators (playground mentors), and sports leaders, working with the younger pupils to ensure playtimes are positive. Pupils are also librarians and have roles within their own classrooms as appropriate to their age.

## Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. Governors will be available to give advice to the head teacher about particular disciplinary issued.

## Role of Parent/Carers

At Thurgoland we ensure we work collaboratively with all parents/carers, so children receive consistent messages about how to behave at home and school. Our values and visions for our school are regularly shared with parents/carers and available on our website. As a school we expect parents to read these and support them.

## Curriculum and Classroom Organisation

At Thurgoland we ensure to encourage positive behaviour by providing both a positive learning environment in classrooms and an enriching curriculum promoting our desired learning behaviours. This is done by ensuring we:

- Provide a broad, balanced and stimulating curriculum.
- Use a wide range of teaching and learning methods, matching content and delivery as closely as possible to the needs of individual children.
- Value achievement across a broad range of skills and levels of ability.
- Consider the appropriateness of pupil groupings.
- Provide supportive guidance to promote personal and academic development.
- Conduct weekly PSHE and "Circle Time" Sessions where appropriate.
- Provide suitable playground and indoor playtime equipment and games.
- Provide appropriate interventions - 1:1 or in small groups to meet individual pupils' needs.

## Be your 'Best Self' at Thurgoland

We encourage children to be their 'Best Self' at Thurgoland creating a behaviour code of expectations that are underpinned by our Christian Values, ethos and effective learning behaviours. These are on display around school and in classrooms and referred to by all staff and pupils.

## Thurgoland C of E Primary Behaviour System

We encourage children to strive to be their 'Best Self' to earn Dojo points (individual rewards) and house points (team rewards). The current behaviour system was introduced in 2021 and was developed after consultation with parents, pupils and staff/Governors. Children are rewarded for showing behaviours related to our 5 characteristics of learners and are always reinforced when praising a pupil. We believe children respond best to positive reinforcement and modelled good behaviour, we will always use good examples and focus on the desired behaviour and talk about how a child can achieve that rather than negative behaviour. Children who display positive behaviour and model our 5 characteristics of learning may receive:

- Verbal praise
- Stickers
- Dojo points
- Special mention certificates - celebrated in assembly once a week
- A text message home celebrating the behaviour
- The David Marsh Cup – awarded half termly to the class who has promoted care and peace throughout the school
- Head Teacher Award – pupils may be sent to the Head Teacher to celebrate their behaviours/work and will receive an award
- Celebration Table - During lunchtimes our catering and lunch time supervisors promote good manners by praising the use of 'please' and 'thank you'. Children who impress our lunch time team with good behaviour and be their 'Best Self' will be invited to a weekly reward by dining at a special table, where they receive an extra special lunch time with the Head Teacher.
- Friday Disco – all children who have shown the 5 characteristics of learning throughout the week will be rewarded with a 'Friday disco' for their Key Stage to celebrate and reward children for their positive behaviours.

## Unacceptable/Inappropriate Behaviour

**THERE IS NO PLACE FOR RACISM, VIOLENCE, SEXISM OR SEXUAL HARASSMENT, BULLYING OF ANY KIND e.g. PHYSICAL, VERBAL, CYBER BULLYING, VANDALISM, RUDENESS OR BAD LANGUAGE WITHIN OUR SCHOOL AND THESE WILL ALWAYS BE DISCOURAGED, ADDRESSED AND ERADICATED.**

Racism will never be tolerated. The school has an Anti-Racism Policy and a racism log and senior leaders must report any incident that is racially motivated. These incidents are communicated to parents and followed-up immediately.

Bullying is perceived to be taking place when a child is repeatedly targeted in a manner that makes them uncomfortable, unhappy or feel unsafe. We are careful not to use the word bullying for isolated incidents of unacceptable behaviour spread over longer periods of time. If you suspect that your child is being bullied, and have significant reason to believe that this is the case, then you should contact your child's class teacher for an appointment at the earliest opportunity.

Incidents that occur outside of school time or beyond the school gates, including some online behaviours, cannot be addressed by the school as they fall outside our jurisdiction. However, where we become aware of such incidents, they may be shared to increase our understanding of friendship issues within a class, for example. Such incidents may also be shared with families or other services to ensure that the school promotes safety and wellbeing for everyone at all times.

Physical behaviours like hitting, kicking or biting are not accepted in school. Children can be incredibly boisterous and many see 'fighting' as an activity of play. This cannot be accepted and we urge parents to ensure that all pupils follow our simple guide statement, 'keep your hands and feet to yourself.' Pushing, shoving, hitting, kicking and biting will all be punished instantly. Where there is an incident when a child

has been physically harmed, and we are aware of this, we will make every effort to contact a parent of each child involved as soon as possible.

As we are aware, accidents can happen in schools and on occasions children can get mixed up about what has happened during the incident when relaying information. If this occurs, parents are encouraged to contact school so they can work together get to the bottom of the event.

Due to ever growing and developing technology our children are exposed to cyber-bullying is becoming an increasing issue in society, which is occasionally affecting the older children in school causing fall outs about social media content and messaging for example. Thurgoland supports the legal view that Primary aged children should not access these communication tools until they are responsible young adults, however we are keen to educate all our pupils about the dangers of Cyber-bullying to ensure they are using technology safely and happily. Please refer to our E-safety Policy for full details about Cyber-bullying.

Thurgoland does not tolerate foul and inappropriate language in our school. Any cases of foul language will be addressed by the Head Teacher and parents will be informed.

If a parent/carer has any concerns about their child, they are encouraged to discuss with child's class teacher, and then the head teacher. A problem is never ignored. Parents are encouraged to be involved in their child's school life from the earliest stages through informal everyday contact. If negative situations persist or become more worrying, parents will be invited into school to discuss behaviour strategies that will benefit the child and family.

## Sexism and Sexual Harassment

At Thurgoland any form of sexism or sexual harassment will not be tolerated and the appropriate measures will be taken for any incidents that occur.

These type of behaviours include: sexting, inappropriate touching, up-skirting.

For more information please refer to our safeguarding and Child protection policy.

## Consequences for Unacceptable Behaviour

We strongly believe that praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed and this will be our 'go to strategy' for most of the time. However, at times, children may need reminding of how to be their 'Best Self' and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour going forward.

All staff will address challenging behaviour using Vital Relation Functions (VRF) following the Thrive approach. Staff will recognise that pupil's behaviour can be connection-seeking rather than attention-seeking and that building connections between pupils and staff is the key to positive behaviour.

Where possible staff will attune to how the pupil is feeling, validate their emotions by acknowledging how they feel using appropriate language i.e. I understand, I can see.... ; work to contain the behaviour then help to regulate the child's emotions and behaviour.

It is important that adults can recognise their own feelings when dealing with negative behaviour. When faced with behaviour which has contravened school rules, they will stop, think and choose the appropriate approach.

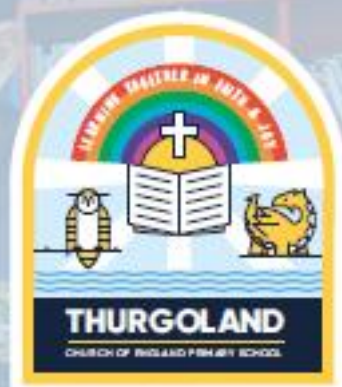
School staff should feel confident to ask for support from colleagues when needed, and understand that they can ask that another adult work with a child if they need to.

Whilst each individual and situation is different and it is not possible to lay down strict guidelines for every situation, all classes (Class R to Class 6) follow the same behaviour step approach to dealing with incidents of unacceptable behaviour, see next page.





**You should always  
BE YOUR BEST SELF**



## OUR BEHAVIOUR SYSTEM

**1**

**I have had to be reminded about the class school rules and need to improve my behaviour.**

Teacher/TA to discreetly address behaviour 1:1 with the child.

**"I HAVE ASKED YOU ONCE TO BE YOUR BEST SELF I KNOW YOU CAN ..."**

**2**

**I have had to be reminded about the class school rules a second time and need to improve my behaviour.**

Teacher/TA to discreetly address behaviour 1:1 with the child.

**"I HAVE NOW TOLD YOU TWICE TO BE YOUR BEST SELF I KNOW YOU CAN ... I DO NOT SAY IT A THIRD TIME. SELF I KNOW YOU CAN ..."**

**3**

**I have been reminded about the school rules three times in one session and I will miss some of my playtime.**

Child to spend 5 minutes of playtime in 1:1 with an adult.

**ADULT TO DISCUSS CHILD'S ACTIONS IN RELATION TO THE EXPECTATIONS AND HOW TO IMPROVE. PARENTS TO BE INFORMED OF THIS ON THE DAY BY EITHER FACE TO FACE, PHONE CALL OR MESSAGE TO PARENTS.**

**4**

**I am still not following the school rules. I will miss Friday reward time.**

If a child reaches the third step 3 times in 1 week, they remain inside during Friday reward time.

**CHILDREN WHO MISSED FRIDAY REWARD TIME TO BE RECORDED ON CPOMS.**

**5**

**My behaviour is unacceptable and will be monitored closely.**

If a child reaches step 4 twice in a half term, their parents/carers will be invited into school for a meeting with the teacher(s) and a member of the Senior Leadership Team.

**BEHAVIOUR WILL BE CLOSELY MONITORED FOR A PERIOD OF TIME WITH DAILY FEEDBACK GIVEN TO PARENT/CARER.**

**Serious behaviour incidents e.g. bullying, fighting, inappropriate language, safeguarding the child is sent straight to Headteacher.**



## Physical restraint

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 (see appendix 3 for a behaviour log).

## Use of CCTV

Thurgoland C of E Primary has CCTV in operation in key areas in school to increase security of the building. When necessary images from the CCTV footage may be used to support the leadership team to increase the efficiency of dealing with behaviour or a safety issue. On occasion footage may be used to help the school to address inconsistencies in issues reported by a child, parent or staff member. Footage may be shared with parents to highlight our concerns. When the footage involves other pupils we will always contact the relevant families for permission to share the footage. If permission is not granted we will report verbally on what staff can see.

## Links with other policies

Our behaviour policy underpins the visions and values of our school. There are specific links with other important school policies including Child Protection, Safeguarding, Health and Safety, Anti-bullying Relationships and Sex Education and Attendance.