

Thorntree Primary School

From the seeds of hard work grows a tree of success



Behaviour Policy

Thorntree Primary School Behaviour Policy

The aim of Thorntree Primary School is to encourage all our children to give their best, respect each other and value and enjoy their learning so that they can succeed both in school and in their future lives.

Principles behind the behaviour policy

Thorntree Primary commits to providing a secure and happy learning environment and community for its pupils in which children are encouraged to strive to improve and to achieve their potential. Thorntree Primary aims:

1. To be inclusive in its policies, outlook and practices for every individual within its community.
2. To develop children's self-discipline, self-respect and self-esteem and sense of responsibility for their actions.
3. To develop mutual respect and tolerance between children and a sense of caring for one another.
4. To develop children's respect for the adults with whom they come in contact.
5. To create the conditions for an orderly community in which effective learning can take place.
6. To develop children's respect for the environment in which they live and work.

At Thorntree Primary school we believe that everyone has a responsibility to ensure that learning is a positive experience for all. Children cannot learn if they or others misbehave.

RRSA

At Thorntree Primary School we ensure that we respect the rights of others. All of our classrooms have a class charter which is signed by every child and adult. This helps us to remember that everyone in the school has rights and that our behaviour should respect them and should never take them away.

Adults within school

Our school aims to have a positive, caring ethos and provide a challenging well-planned education. Adults within the school environment, have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. The goal is to develop caring, successful pupils with a high self-regard and self-belief, positive esteem and an awareness of appropriate behaviour in all social and academic contexts.

Teachers will ensure

- Classrooms are welcoming, interesting and exciting places;
- There is a calm and orderly school environment
- Rules are clear
- Pupils are treated as individuals
- Appropriate pupil / teacher relationships are maintained
- Pupils are listened to

- Good behaviour is rewarded
- Praise is quick and consistent
- The behaviour is referred to rather than the child

Parental Involvement

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school. It is their responsibility to support the school's behaviour policy, and to actively encourage their child to be a positive member of the school, following our school rules. Parents are requested to read, follow and discuss the home school agreement regularly with their children. They should sign the agreement as a sign of shared partnership. Where a child is causing concerns regarding their behaviour in school, each case will be looked at individually, but in most cases we will need to involve parents in order to tackle the problem with full support wherever possible. We hope that families for whom this is suggested, will not take it as a criticism, but as a genuine wish to help with any problems that may be present.

If a child is experiencing problems, parents can always discuss this with their child's class teacher, our PSA, a member of the senior leadership team or the Head Teacher. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion

It is important that we have the support of parents in helping us create and maintain a positive learning environment.

We are proud to belong to Thorntree Primary School. We work together to make our school a special place by following our school rules. As there are only a few they should be remembered easily. They are displayed in every classroom for everyone to see and comply with.

Our School Rules are:

We respect our school and each other. (Rights Respecting Article 14)

We keep our hands and feet to ourselves. (Rights Respecting Article 31)

We move around school safely and sensibly. (Rights Respecting Article 31)

We always try to improve. (Rights Respecting Article 28)

We work as a team. (Rights Respecting Article 15)

We always tell the truth. (Rights Respecting Article 13)

We are polite and well mannered. (Rights Respecting Article 12)

We help each other to keep the school rules. (Rights Respecting Article 1&2)

At Thorntree Primary School we have very high expectations for all our pupils, so we expect that children:

1. Are a good friend and don't leave people out in games or call them a name that will upset them or make them feel bad about themselves.
2. Never fight or hurt anyone. Talk about problems with an adult in school.
3. Do not call anyone racist, sexist or homophobic names or make anyone feel left out.
4. Give everyone a chance to speak by taking turns and not interrupting.
5. Listen to what school staff have to say and ask for help if they don't understand.
6. Always use good manners.
7. Do as they are asked the first time.
8. Try hard with every piece of work –concentrate on it without distracting others, work neatly.
9. Never damage anything that does not belong to them.

Unacceptable Behaviour

Constant and wilful ignoring of the School Rules may manifest itself in certain unacceptable behaviour such as:

Lack of Respect for Adults:

- Direct or indirect rudeness or insolence
- Answering back
- Interruption
- Refusal to obey instructions

Lack of Respect for others

- Stopping others from learning
- Physical violence to other children

Disruptive Classroom Behaviour

- Deliberate refusal to tackle work set
- Deliberate damage to school equipment and property
- Inappropriate language at any time

Managing Behaviour in School

All staff throughout school should follow the stages set out in the 'A good Learner will be at the top of the tree' plan. A display should be in every classroom. This will ensure continuity for all staff and children, particularly during PPA cover. The stages are as follows:

A good learner will be at the top of the tree!		
	In the class room	Lunchtime
Step 1 Verbal Warning	If a child is causing disruption in the classroom and affecting learning, the child should be reminded about our school rules and a need to work quietly and sensibly. They will also be told about the consequences if they choose to disregard the advice.	If this happen during lunchtime, Lunchtime Supervisors will remind the child about the need for good behaviour and to play sensibly with others.
Step 2: (First Branch)	If a child continues to disrupt learning, they will be asked to work by themselves in the classroom on a table away from other children. They should be reminded if they choose to continue disrupting learning; they will be taken to another classroom to complete their work.	If the child continues to misbehave, They will be asked to walk around with a Lunchtime Supervisor to explain their actions. Staff will use this opportunity to remind the child about consequences. If the child continues again, use the Face Approach' (Seeing a different adult) this gives the child another opportunity to hear the same message that their behaviour is unacceptable. They will be told if they choose to continue with this unacceptable behaviour, they will be taken to a member of the Senior Leadership Team who is covering lunchtime.
Step 3: (Second Branch)	If the child continues to disrupt learning, they will be taken to a previously agreed teacher's classroom by a member of staff. They will need to take work which can be completed independently so there are no disruptions to the other class. The child will be told when to return to their own classroom.	If the child continues to disregard advice from a Lunchtime Supervisor, they will be taken to a member of the Senior Leadership Team who is covering lunch duty. The member of staff will decide what happens next. These are the steps they should take: 1. Give the child some time out in an area where they are clearly supervised. 2. Record the incident in the class, lunchtime behaviour monitoring book. 3. If it is a serious matter, they may need to inform parents about what has happened. 4. Inform Class Teacher/s of the children involved. 5. Decide on a suitable punishment i.e. split lunchtimes or missing break time etc. If this is a continuous problem, they may want to consider putting the child on a behaviour monitoring card.



		LUNCHTIME RED CARD If during lunchtime a child's behaviour is offensive or a danger to others, they will be immediately issued with a red card. The child will be immediately taken to the member of the Senior Leadership Team, covering lunchtime duty.
Step 4: (Third Branch)	When the child returns to their own classroom, they will be reminded about the need to improve their behaviour. If they choose to continue disrupting learning, they will be taken by a member of staff to the Phase Leader. Foundation Stage: Mrs Marshall Keys Stage One: Mrs McDonagh Lower Key Stage Two: Mrs Marshall Upper Key Stage Two: Mrs Everett	
Step 5 (Out of the tree)	If a child continues to disrupt learning in the classroom, and they have already been taken to the Phase Leader for a second time in the same week, they should be taken to see the Assistant Head Teacher who will explain about the report card and discuss what will happen if there is a repetition of their behaviour. At this point, parents will be contacted and they will be given an opportunity to come into school for a brief discussion if requested. If the child continues to disrupt learning and needs to visit the Assistant Head Teacher again, they will be put onto a behaviour monitoring card. At this point, Report Card 1 will be issued. The child's class teacher will complete it every day. At the end of each day they will go to the Phase Leader, who will discuss the card with the child. Midweek contact will be made with a phone call or Marvellous Me and copy of the card will be sent home at the end of the week.	
Step 6	If after Report Card 1 has been issued, there is no improvement in the child's behaviour, they will see the Head or Deputy Head Teacher. Parents will be invited into school to discuss their child's unacceptable behaviour. The child will be given Report Card 2. They will be asked to collect their child at the end of each school day so they can sign to say they have seen the report card and are able to talk to him/her about their progress. Parents will be asked to remove their child from any school clubs (Including breakfast club) and their child will be unable to attend school events / outings until their behaviour shows significant improvement allowing staff to ensure the safety of all. The decision to come off report card two will be made by the Head Teacher, Deputy Head Teacher or Assistant Head Teacher.	

Please see Appendix 1

Behaviour Monitoring

When an issue regarding a child's behaviour has been reported, the information is dated and recorded. This is regularly monitored by the Head Teacher, Deputy Head Teacher and PSA. When patterns of incidents or a significant incident is reported parents will be contacted. For KS2 children whose behaviour at lunchtime is persistently problematic, it may be decided to place these children on a 'split lunchtime'. This means that they will spend half of their lunchtime inside for a set period of time or they may be issued with a lunch time exclusion (A Packed lunch will be provided). This will be discussed with parents. For children in KS1 or EYFS whose behaviour is providing cause for concern or who have difficulty socialising during lunchtime, a nurture group place will be provided. This is led by our teaching assistants and allows children to socially interact with others through structured play.

Safeguarding

School Trips and Residential Visits

We usually find that children behave exceptionally well on visits and residential. However, there are times when it may be necessary to stop children going on visits and trips if good behaviour cannot be guaranteed,

Temporary / Permanent Exclusion

Exclusion will be issued for a serious and deliberate verbal or physical assault on a member of staff or unprovoked serious assault on a child. The excluded child may only return on the decision of the head teacher and after a meeting has taken place involving the child, parent and Head Teacher. The Excluded child will return to school with the support of Behaviour Card Two.

Rewarding Positive Behaviour

At Thorntree we believe it is important to catch children being good, raise self- esteem and praise positive behaviour. This is carried out in a number of ways.

- Verbal praise
- A smile
- Reward stickers
- Classroom responsibilities given
- House points are awarded for good work and good behaviour.
- Post cards home (termly)
- Marvellous Me alerts.
- House treats are awarded termly.
- Children are able to attend free lunchtime and after school clubs
- A certificate and an extra playtime is awarded when children have stayed at the top of their tree every week during each half term.
- Annual House treats awarded
- End of year awards include-
 - Consistently Good work
 - Most improved Work
 - Consistently Good behaviour
 - Most improved behaviour

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Policy Review Date - September 2018

A Good Learner will be ...Top of the Tree!

- You may have heard your children talking about being at 'The Top of the Tree'.
- This is an enhancement on our behaviour policy which gives children visual support to help them see when they are doing the right thing to be a good learner.
- Each child has a bird in the colour of their house.
- Each day their bird starts at the top of their house tree.
- The tree has three branches that remind the children when their behaviour is not following our code of conduct.

I need to move away from my friends and focus on my task.



I'm following school rules really

I need to think about my behaviour and make better choices

I need to go to another classroom and improve my behaviour.

I have fallen out of my tree but a good week on my behaviour support card will help me get back to the top.

- Children who struggle to get back on track with this system come out of the tree and will be supported with behaviour support card 1.
- This has personalised behaviour targets and children will present their card to phase leaders each day to discuss their progress. If they have met their targets the class teacher will send home a 'Marvellous me'. Midway through the week parents will also receive contact from school. At the end of the week a copy of the support card will be sent home.
- If targets on support card 1 are not met they will move to support card 2. Parents will be asked to come in for a meeting with Mrs Nelson or Mrs Thornton and children will report to them at the end of each day. School will continue to report success with 'Marvellous me' and a midweek parent discussion will also take place.

Further information is on the school website.