



THORNHILL PRIMARY SCHOOL.

BEHAVIOUR POLICY

Aims

- To implement a whole school Behaviour Policy supported and followed by our whole school community, parents, teachers, children and governors, based on community cohesion and shared values.
- To show consistency with all pupils all of the time, taking into account the individual needs of children and the trauma caused by COVID 19.
- To apply this policy into our caring, family atmosphere in which Learning and Teaching can take place for all in a safe and supportive environment.
- To teach, through the curriculum, positive values and attitudes, that will promote and expect responsible behaviour, encourage self discipline and self respect and respect for other people, for property and those in the community.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to the children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To use practice from Team Teach.
- To use Positive Handling - a holistic approach to a range of risk reduction strategies, which include non verbal, verbal and where "reasonable and absolutely necessary" physical interventions.

Rewards for positive learning attitudes

- Dojo points in all classes.
- Gold award.
- Best work.
- Star of the week award (special mention).
- Full attendance certificate and award.
- Stickers and treasure box / Headteacher's treasure box.
- Reading rewards.

During COVID restrictions, assemblies promoting achievements can be delivered by Microsoft Teams.

If pupils are displaying unacceptable behaviour...

- Redirect to another activity.
 - Talk to the child - calm the situation (Article 28).
 - Discuss the behaviour in circle time/ school council.
 - Move the child from the group to work on their own.
 - Repeat work.
 - Look at behaviour modification consult SENDCo.
 - Change classroom organisation.
 - Use different resources.
 - Rewards of stickers or class dojos.
 - Sharing models of good behaviour, remember to praise children who are setting a good example.
 - If children need a 'time out' to calm down before resuming normal classroom activities TA to take out or CT to send to a colleague for an appropriate amount of time (depending on the pupil) before child is taken or sent back, make sure they have work to do. This will not be used during Covid.
- Also send 'these children' to a colleague when they have completed 'good' work so they can be praised.
- If children require a further warning or for severe offences send children to Mrs Hill, Mrs Wadsworth, Mrs Davies, Mrs Pease and Mrs Bruce-Hillman.
 - Persistent concerns will be referred for Elsa support.

Adopting the above strategies should prevent most children from progressing further along the disciplinary procedure.

Sanctions for poor or unacceptable behaviour....

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age and specific needs of the child.

Each case is treated individually. Pupils at Thornhill are made aware that they are responsible for their own actions and that breaking rules that affect the safety or education of others is unacceptable and will lead to consequences.

Unacceptable behaviour which involves a child being removed for a short time is defined as persistent behaviours such as: nipping, punching, kicking, swearing, calling out or time to cool down following an incident at break.

All pupils at Thornhill Primary School follow the 5 school rules.

All children in every class are expected to follow the classroom rules.

Where children choose not to follow the shared rules.....

- Time out is taken by the pupils within the classroom.
- If poor behaviour continues then the pupil misses a break with the member of staff involved unless other arrangements have been made for individual pupils. Second / third detention to be with members of the SLT.
- Where 3 detentions have taken place then parents are given a letter by the class teacher; or invited into school to discuss the matter.
- School works with the family to guide the pupils to positive behaviour.
- If poor behaviour continues, then the above is repeated again.
- After 2 letters to parents about 6 playtimes missed, then the teacher and parents meet and place the pupil on a weekly behaviour report. This is completed by the class teacher and family each day. We look for positives (smiley faces) to outweigh negatives on the weekly behaviour report. This will also be recorded on Cpoms.
- All staff to ensure targets are smart targets. Keep one copy and photocopy another to go home. All behaviour reports kept in Head's office.
- If necessary, repeat 2nd weekly behaviour report.
- In-house exclusion will follow with persistent poor behaviour.
- Seek further advice from SENDCo, Learning Support Service or SEMH Team re more strategies.
- 3 day fixed term exclusion will follow.

Additional notes / clarification:

Please avoid sending children to hold hands with the Attendance Officer who is trying to promote good relationships.

Also do not send children to 'stand on the line' or to sit outside a closed classroom door. Refer to steps / stages above.

At times it may be deemed necessary to proceed immediately to exclusion.

Positive Handling may be required:

- Use of space.
- Changes to the environment.
- Stance and posture.
- Facial expressions.
- Intonation.
- Simple positive messages.
- Physical interventions:
 - o Guides, escorts and holds.
 - o Restraint.
 - o Restrictive Physical Interventions.

The Law UOF (Use of Force) 8/11

People with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

UOF 8/11 Schools can use reasonable force 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 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

We will endeavour to make reasonable adjustments for disabled children and children with special educational needs.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasizing their support of them and assisting when possible with their reinforcement.
- By attending meetings with Head Teacher, Parents evenings, community functions, and by developing informal contacts with the school.
- By knowing that Learning and Teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

If a child's behaviour is persistent and causes concern, then a risk assessment may be completed, discussed with the Head and full consultation with parents.

Some children may display behaviour that demands an Individual Behaviour Plan -this must be shared with the above in addition to behaviour support. Pupils may be at risk of Exclusion if persistent poor behaviour continues.

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