



# POSITIVE BEHAVIOUR MANAGEMENT POLICY

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Adopted by The Governing Body 25<sup>th</sup> March 2019

Related documents:

## safe - happy - learning

### We value:

working Together  
happiness  
achieving our potential  
fairness and equality  
kindness  
safety and security

### Our aim is for every child to:

- feel safe and secure at all times and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

### Our commitment is to provide every child with :

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order-thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice - where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the habits of mind for lifelong learning and success.

## 1. Aims and Objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We have an expectation of good behaviour in our school. The school's behaviour policy is therefore designed to support a system in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 This policy supports the school community in its aim to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to be positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards 'over and above' behaviour, as it believes that this will develop an ethos of kindness and co-operation. There are three overarching school rules currently in place but the primary aim of the policy is not to be a system of enforcing rules. It is a means of promoting good relationships; encouraging people to work together with the common purpose of helping everyone learn rather than merely deter anti-social behaviour.
- 1.8 We have clear classroom rules that are consistent, understood and demonstrate pupil voice.
- 1.9 We promote positive behaviour management and staff are supported by SMT and colleagues when dealing with behaviour issues.

## 2. The children's responsibilities are:

- To know Thorns School Behaviour Code and to follow our rules: be safe, be Kind, be great
- To respect differences and value everyone's contribution
- To behave in an orderly and calm manner
- To do as asked by adults in the school and work co-operatively
- To help in making the school a safe, secure and pleasant environment for all, pupils and staff alike

### 3. The school's responsibilities are:

To help each child achieve their best

To treat all children fairly, equally, with respect and care

To manage behaviour in a consistent and considered manner

To value each child's contribution to the school

To provide pupils with clear expectations of behaviour

To create a safe, secure, engaging and pleasant environment for learning

To provide an accessible and interesting curriculum including the opportunity to discuss behaviour via circle time, assembly, thinking and reflecting opportunities

To recognise that each child has individual needs

To promote positive relationships and respect for others

To address incidents of misbehaviour and support children to improve their behaviour

To encourage pupils to think before they act

### 4. The Parent's/carer's responsibilities are:

To ensure that our children understand the importance of their education and of good behaviour

To discuss their education: ask what they have learnt, listen to what they have to say, encourage and help with homework

To praise them for their efforts and achievements

To ensure that our children respect differences and do not abuse or discriminate against people different from themselves

To encourage our children to sort out problems without fighting, hitting or swearing at home and at school

To speak regularly with our children's teachers and make every effort to keep informed about our children's behaviour

To make sure our children come to school every day and arrive on time - to ring school if our child is ill

To support all school staff in the implementation of this policy

## 5. Thorns School Behaviour Code

5.1 We encourage children to take responsibility for their own behaviour and to change what they are doing. We treat others as we would like to be treated. If it concerns other children we encourage the children to sort out the problem out themselves by discussing the incident with a member of staff

5.2 We have three overarching rules: Be safe, Be kind, Be great

5.3 Re-directions - see Rewards and Sanctions Policy

## 6. Recording incidents

6.1 All behaviour incidents should be reported on CPOMS

REWARDS	SANCTIONS & CONSEQUENCES
Stickers	Warning
Certificates	Time out
Praise - teaching/support staff/head	Letter home
Certificate/note/call home	Report card - monitoring daily behaviour
House points	Contact parents for behaviour meeting
Attendance award	Loss of extra-curricular privileges/clubs
Parents invited to awards assembly	External advice sought
	Exclusion

Policy approved by The Governing Body 25<sup>th</sup> March 2019

Signed \_\_\_\_\_ Mrs R Jordan Head Teacher

Signed \_\_\_\_\_ Mrs J Price Chair of Governors