

BEHAVIOUR POLICY

Prepared by: R Jordan/K Parkes

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Review Date: July 2021

Related documents: Child Protection Policy, KCSIE 2020

Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments.

safe – happy – learning

We value:

working **T**ogether
happiness
achieving **o**ur potential
fairness and equality
kindness
safety and **s**ecurity

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 'powers' for lifelong learning and success.

AIMS AND OBJECTIVES

1.1 Our school's vision is for all children to be safe, happy and learning. Every member of the school community should feel valued and respected, and each person 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.

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 school rules that are consistent, understood and demonstrate pupil voice. We call this our Behaviour Charter.

1.9 We promote positive behaviour management and staff are supported by SLT and colleagues when dealing with behaviour issues.

1.10 Through our Home-School Agreement all stakeholders are made aware of, and agree to follow our Behaviour Charter.

This policy is linked the school's overall vision and values, and contributes to fulfilling our aims and commitments. It is vital that these standards are applied in a systematic and consistent way in order to have a positive impact on the internal and external learning environment.

This policy is shared in such a way as to be clearly understood by **all** school staff, (teachers, support staff, lunchtime supervisors), pupils and parents.

This policy is based on a healthy balance between rewards and consequences. Both should be clearly specified and be consistently applied. The recommended healthy balance is 3:1 in favour of rewards.

Putting the policy into practice and maintaining good behaviour throughout the school is the responsibility of **all** staff. They should model the types of behaviour expected in the school policy.

Personal Social and Health Education should be an integral part of the curriculum, providing opportunities for discussion and work on the behavioural aspects of school life. Likewise, assemblies should provide opportunities for the children to reflect upon social, moral and behavioural dilemmas, thus encouraging the pupils to take greater responsibility for their own actions and personalised learning.

EQUAL OPPORTUNITIES.

- The Policy takes into account the need to ensure equal opportunities and to eliminate discrimination of all kinds. Everyone in school should be encouraged to have a positive cultural identity which is in line with whole expectations of behaviour.

PURPOSE

- To support the children in 'just doing the right thing because it's the right thing to do' (expected behaviour)
- To encourage appropriate behaviour rather than to simply punish inappropriate behaviour by providing a range of rewards for children of all ages and abilities. To encourage children to think about, and make, the right choices about their behaviour, while understanding how their behaviour contributes to school life, relationships, adult life and work.
- To establish clear procedures for dealing with and managing unacceptable behaviour, and ensure a consistent and positive approach throughout the school
- To praise and reward good behaviour, good work and good attitudes - being specific about what 'good' means.
- To anticipate problems before they occur by using pastorally-orientated approaches in a caring and sympathetic manner to achieve an improvement in behaviour

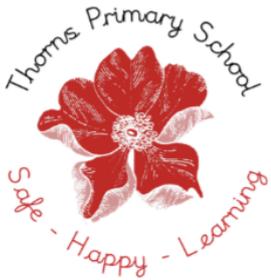
PRINCIPLES FOR BEHAVIOUR AT THORNS

We have three school rules which we all aim to follow at all times:

- Be Safe, Be kind, Be GREAT!
- Our Thorns Behaviour Charter is displayed in all classrooms and is referred to by all staff to reinforce our expectations and to provide clear guidance to the children of what is expected of them.
- In consultation with the children, we have created a visual representation of the word GREAT to give children tangible examples to help them to understand what we mean by the phrase:

The Thorns Way:

Behaviour Charter



Be SAFE

Be KIND

Be GREAT

- **G**ood presentation - **W**ork and self
- **R**espectful - **P**eople and property
- **E**mbrace challenge - **H**ave a go; take a risk
- **A**im high - **A**spire and achieve
- **T**ry your best - **U**se your 'learning powers'

Any behaviour that compromises our values (that children are Safe, Happy and Learning) will be challenged. Behaviours that are in breach of our Charter will not be accepted.

At Thorns we encourage everyone:

- To show pride in their work, show respect for themselves and in their appearance. Pupils should wear school uniform, and staff should abide by the dress code in the staff handbook.
- To show respect for property (their own and other people's), and the environment in which they work
- To behave in a way that enables everyone to learn and the teacher to teach.
- To respond immediately when being addressed and to be able to converse in a considerate manner
- To understand that we all have the responsibility to follow the school charter, and to accept that there are consequences if policy is not followed. Pupils need to accept responsibility for their actions.

REWARDS

- Smile/thumbs up (non-verbal)
- Praise - Well done
- Behaviour - specific praise related to the relevant Learning Powers
- House points either individual or group – see *House Points Policy*
- First out break/dinner time
- Letter/note/postcard home to parents from Class Teacher/Deputy Head/Head Teacher
- Sticker/postcard from senior staff
- Certificate of Achievement
- Praise assembly
- Head Teacher's Award/certificates
- Choc Stars invitation

CONSEQUENCES:

REDIRECTIONS (brief reminders for the child to rectify their behaviour)

(These to be displayed in pictorial form in the classrooms)

- Non-verbal – “The Look”! (x2)
- Name used
- Quiet verbal reprimand by teacher
- Initials on the board.
- 2 minutes off playtime
- Sent to Phase Leader
- Think about it cards

CLASSROOM REPRIMANDS (formal reminders for the child to rectify their behaviour)

- Verbal reprimand by teacher / TA
- Time out in classroom e.g.: move places, “thinking area”
- 3 warnings , initials on the board, last out at break/dinner time
- Time out in another classroom
- “Think About It” cards with reference to Learning Powers where appropriate (appendix ii)
- SMT speak to child using pink card or red card (appendix iii)
- Class teacher to speak to parents (do this sooner rather than later – informally)

Behaviours resulting in classroom reprimands or persistent re-directions will be recorded on CPOMS outlining factual details of the behaviour observed.

If problem is persistent/recurring

- Verbal warning by Assistant Head, Deputy Head, Head Teacher
- Speak to parents informing them of the problem
- Involve parents with a daily report log in order to identify patterns or triggers
- A meeting inviting parents to discuss the problem and establish a way forward which may involve the Family and Pastoral Support Worker, SENCO and outside agencies such as Sycamore, Ed Psych.

For more serious behaviour which includes but is not limited to verbal aggression/abuse, physical aggression, defiant/refusal to co-operate, confrontational body language:

- Immediate referral to member of the SLT (incident recorded on CPOMS)
- Pupil withdrawn from classroom and parents informed of the incident and invited in to support a way forward.

For more serious or persistent behaviour:

- Parent invited into school to discuss the nature of the behaviour displayed by the pupil. An Individual Behaviour Plan (IBP) will be completed to identify the potential triggers for the behaviour, strategies needed in school and at home and clear and concise targets for the child to meet. *At this point, the school's Behaviour Policy and Rewards & Consequences Policy may be 'suspended' for the child, as a bespoke, needs-based plan replaces these.* The plan will run for no more than half a term before being reviewed by SLT with parents at an agreed date. Targets are discussed and agreed with the child and referred to constantly so that the child knows whether they are making progress towards them. (see appendices)

The following may be used in school to support the IBP:

- Daily behaviour chart/timetable logging behaviour per session indicating progress towards the agreed targets on the IBP (appendix i)
- Behaviour tracking of persistent disruption using weekly tick sheet (appendix iv)
- Report Card - Weekly - summarising the week's progress towards agreed targets on IBP
- Diary (home/school)- Daily or Weekly comments aiming towards positive progress towards targets on IBP
- Break times and Lunch time play periods may be bespoke to the needs of the child

NB: If the persistent behaviour is occurring at Lunch time, it may be necessary to risk assess to situation which could result in a temporary return home for lunch time.

A review meeting will be arranged to discuss evidence tracking the child's progress towards the agreed targets. A decision will be made at this stage determining if sufficient improvement in behaviour has been observed. If further support is required, a new IBP will be drawn up and further support may be gained from outside agencies such as Sycamore Behaviour Support Service, Educational Psychology, and CAMHS.

The decision to exclude a pupil may be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy*
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.*

Exclusion is an extreme sanction and is only administered by the Head Teacher. Exclusion, whether fixed-term or permanent may be used for infringements of the school's Policy, including, but not limited to:

- Verbal abuse to staff and others
- Physical abuse to/attack on pupils/adults
- Damage to property

- Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that exclusion is an appropriate sanction.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that an alternative plan should be drawn up to try avoid an exclusion in the future e.g. a reduced timetable or IBP

Exclusion procedure

Fixed-Term Exclusion

Most exclusions are of a fixed-term nature and for a short duration (usually between one and three days).

The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed-term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Support Plan will be drawn up called a RIPE (Reduction In Pupil Entitlement), this will include planned strategies to achieve a successful return to school, staff involved where needed and any outside agency support that may be required and a review date will be agreed with parents. It may be necessary to complete a series of RИPEs if a phased return is needed and regular meetings will be arranged to discuss the progress of the phased return. (See appendix vii/viii for two examples of RIPE paperwork, to be amended as required)

During the course of a fixed-term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a *final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.* It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This could include persistent disruptive behaviour, including bullying (which would

include racist or homophobic bullying), assault on a member of staff or another pupil, or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

Post-Script

The school may be in a position where the policy needs to be applied due to an incident that has occurred outside of school hours and/or off the school site if it is considered that said incident has:

- a: brought the school into disrepute (e.g. whilst wearing school uniform)
- b: has a considerable negative impact on school or persons therein (this may include online incidents or bullying outside school)
- c: criminal activity or incidents involving the police

COVID-19

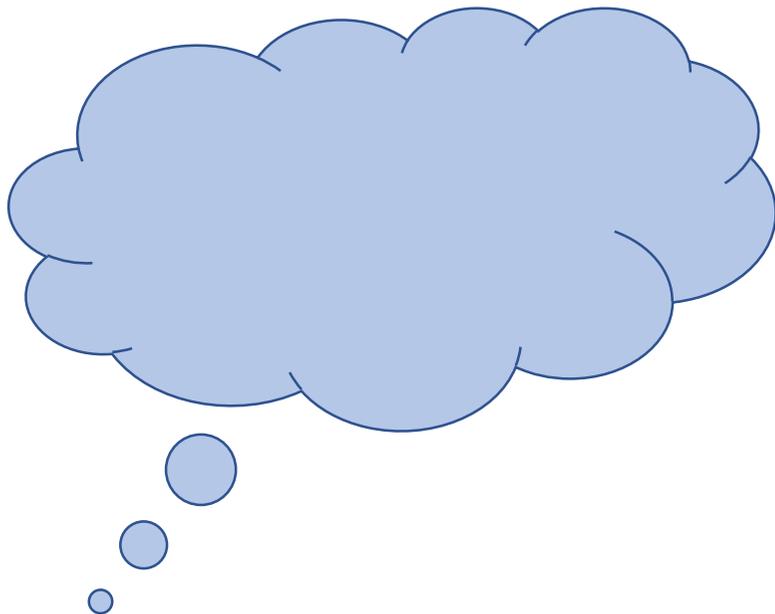
Where a child is seen to be deliberately ignoring safety rules and measures relating to Covid-19 and are potentially compromising the safety of others, immediate action will be taken. This may result in an exclusion and the procedures listed within the policy will be followed.

Behaviour Chart Name:

Date:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Session 3					
Session 4					

Think about it...



**MEETING ROOM
WE NEED URGENT HELP
PLEASE!**

**MEETING ROOM
WE NEED HELP WHEN YOU
CAN!**

Daily behaviour log

Name of Child _____

Date: _____

Session and duration	Shouting out	Out of seat	Kicking/punching the table	Throwing chair(s)	Refusal to complete task	Swearing at pupils/staff/out loud	Aggressive outburst towards pupil/staff	Walking out of the room	Tantrum	Other/Additional notes/context
8.40 -9.00 _____										
9.00 – 9.30 _____										
9.30 -10.30 _____										
10.30- 10.45 _____										
10.45 – 11.00 _____										
11.00- 12.00 _____										
12.00 -1.00 _____										
1.00-2.00 _____										
2.00-3.00 _____										
3.00-3.15 _____										

Summary:

Compiled by _____

Pupil Name: Class:	Staff Working with the pupil:												
Year group: Start Date: Review Date:	Medical Conditions/ identified needs: Agencies already involved:												
Challenging behaviour: <i>What does this look like? Triggers?</i>	Early Warning Signs: <i>How can we prevent an incident? What does this look like? How to respond?</i>												
Targets: <i>What are we working towards? How do we get there?</i>	Strategies for positive behaviour: <i>How do we maintain positive behaviour? Phrases to use, rewards/motivators</i>												
Reactive Strategies: <i>How do we diffuse the situation? Phrases to use/ calming techniques</i>	When should another member of staff be called? Who?												
Support after an incident: <i>How do we help the pupil reflect and learn from the incident? Is there anything we can learn from this?</i>	Further Actions: <table border="1" data-bbox="810 1420 1508 1664"> <tr> <td data-bbox="810 1420 1177 1456">agency support</td> <td data-bbox="1177 1420 1508 1456"></td> </tr> <tr> <td data-bbox="810 1456 1177 1491">isolation in school</td> <td data-bbox="1177 1456 1508 1491"></td> </tr> <tr> <td data-bbox="810 1491 1177 1527">fixed term exclusion</td> <td data-bbox="1177 1491 1508 1527">duration</td> </tr> <tr> <td data-bbox="810 1527 1177 1563">permanent exclusion</td> <td data-bbox="1177 1527 1508 1563"></td> </tr> <tr> <td data-bbox="810 1563 1177 1599">agency support</td> <td data-bbox="1177 1563 1508 1599"></td> </tr> <tr> <td data-bbox="810 1599 1177 1664"></td> <td data-bbox="1177 1599 1508 1664"></td> </tr> </table>	agency support		isolation in school		fixed term exclusion	duration	permanent exclusion		agency support			
agency support													
isolation in school													
fixed term exclusion	duration												
permanent exclusion													
agency support													
IBP Evaluation and next steps:	Staff Name: Staff signature: Date: Parent Name: Parent signature: Date:												

Pupil Voice

My Name:	My Year Group:
Date:	My Class:
Things I like about school:	Things I don't like about school:
I am really good at...	I am not so good at...
Staff I like to spend time with...	I would like to get better at...
My Comments:	
My signature:	

Appendix v

Behaviour Chart

Start Date:

Review Date:

Agreed Targets: ➤ ➤ ➤

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

Appendix vi

Reduction in Pupil Entitlement – RIPE

Plan 1

Reason for reduced hours:

This is a short term intervention plan to support XXXXXX to be successful in class and to try and focus on positive success and break the cycle of disruptive behaviour.

Due to XXXXXX behaviour over the past two weeks we have been increasingly concerned as to the level of anger and aggression he has demonstrated towards both peers and adults, and his refusal to comply with reasonable requests from adults.

An alternative timetable of morning only was put into place to support XXXX and meet his needs based on the strengths he presents within school. There was limited success in school which resulted with XXXX being verbally aggressive to pupils and staff in the Year X classroom, not following reasonable requests from staff to follow instructions and was witnessed by other children.

This plan has been devised to promote success for XXXX in school.

Pupil Name: _____ Year group: _____

Date of initiation of plan: _____

Working towards extending hours:

➤ **2.3.2020 – 13.3.2020: 8.40am – 9.20am**

8.40- 8.50am

Mum will drop XXXX at the front office. He will then work with a Learning Mentor, who will settle him with a 'meet and greet' session and explain the tasks for the session.

8.50-9:00am

XXXX will complete Literacy activities based on work appropriate for his ability Level.

9:00 -9:10am

XXXX will have the choice of two activities as a 'brain break', re focusing for the next session.

9:10- 9.20am

XXXXwill complete Numeracy activities appropriate for his ability level.

9.20am

End of session. XXXX will have the opportunity to earn a sticker for his green booklet if the session has been completed successfully. XXXX will take the booklet home to show family and bring it back each day.

This plan will be reviewed on **Friday 13th March 2020** and next steps planned, for allowing XXXX to increase his pupil entitlement. This will depend on the success of the reduced hours XXXXhas spent in school.

Headteacher : _____

Parent: _____

APPENDIX vii

AMEND AS APPROPRIATE AND PUT ONTO SCHOOL HEADER

Reduction in Pupil Entitlement – RIPE Plan 2 date

Pupil Name: XXXXXX

Year group:

Date of initiation of original plan: xxxx

Reason for reduced hours:

This is a short term intervention plan to support XXXX to be successful in class and to try and focus on positive success and break the cycle of disruptive behaviour. This plan has been devised to promote success for XXXXX in school.

Review of the last two weeks:

XXXXX has attended school every morning and has completed most of the tasks set for him. There have been occasions where he has been reluctant to complete his work and has lacked motivation and he has been abusive to XXXXX when she has tried to encourage him. He has earned his sticker for most sessions but this has required significant reminders from XXXXX to remain on task and complete the work set. We would like to see XXXX start to go back into class now for a short period of time so that he starts to reintegrate.

We feel that XXXX needs to continue to work with XXXXX each morning completing 10minutes of Maths work, 10minutes of English work and a 10 minute choice activity but he will then return to class, with XXXX, to complete the first 15minutes of Maths with Year 4. This part of the session will be Retrieval Practice work which will focus basic skills that have already been taught to the class and he will therefore be able to join in with the work. This session will then end at 9.35am

Working towards extending hours:

➤ **17.3.2020 – 27.3.2020: 8.40am – 9.35am**

8.40- 8.50am

Mum will drop XXXX at the front office. He will then work with a Learning Mentor, who will settle him with a 'meet and greet' session and explain the tasks for the session.

8.50-9:00am

XXXX will complete Literacy activities based on work appropriate for his ability Level.

9:00 -9:10am

XXXX will have the choice of two activities as a 'brain break', re focusing for the next session.

9:10- 9.20am

XXXX will complete Numeracy activities appropriate for his ability level.

9.20 – 9.35am

XXXX will go into class with XXXX to complete the Retrieval Practice session in Maths with the class. He will sit in his usual place and XXXX will sit with him.

9.35am

End of session. XXXX will have the opportunity to earn a sticker for his green booklet if the session has been completed successfully. XXXX will take the booklet home to show family and bring it back each day.

This plan will be reviewed on **XXXX** and next steps planned, for allowing XXXX to increase his pupil entitlement. This will depend on the success of the reduced hours XXXX has spent in school.

Headteacher : _____

Parent: _____

Appendix viii