Thornaby Church of England Primary School

Behaviour Policy

Mission Statement:
Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Walking and learning with faith in the footsteps of Jesus

RATIONALE

We aim for Thornaby Church of England Primary School to be a place of excellence where children can achieve

their best in their academic, creative, personal and physical development. We Promote a caring and supportive environment to allow all members of our school community to feel safe, respected and valued. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens. At Thornaby, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

In order to achieve this, we set three simple expectations/rules for our children which can be applied to a variety of situations and are taught and modelled explicitly -

Be…

- Ready – I will help myself and others to learn
- Respectful – I will respect staff, pupils as well as property
- Safe – I will look after myself and others

These are displayed around the school and in classrooms and, if needed, children are reminded of these expectations to support them in making the right choice.

PURPOSE OF THE POLICY

- To develop a whole school consistent approach which is followed by the full school community based on the shared aims and values of the school.
- To apply consistent expectations and guidance to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To highlight and promote models of good behaviour by providing a range of rewards.
- To treat problems when they occur in a caring and sympathetic manner to improve behaviour.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

At Thornaby Church of England Primary School we:

- Use positive praise as a form of acknowledging good behaviour
- Take a personal interest in the progress and welfare of every child.
- Expect all staff to take responsibility for promoting and modelling good behaviour at all times.
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child.
- Always take unacceptable behaviour seriously.
- Believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties.
- Seek to identify and address any persistent difficulties.
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events on the previous day.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background.
- Ensure that vulnerable children – such as those with special educational needs, physical or mental health needs - receive sensitive and well- matched behavioural support.

Adult strategies to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the expected behaviour
- PRACTISE behaviour
- NOTICE excellent behaviour

- CREATE conditions for excellent behaviour
- Be CONSISTENT

Consistency in practice:

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Recognise positive behaviour by using Recognition Boards throughout every lesson.
6. Be calm and give 'take up time' when going through the steps.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

BEHAVIOUR PATHWAY

Staff will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. Reminder
2. Final warning
3. 'Time in' to reflect
4. 'Time out 1' with phase lead – Think Sheet (Appendix 3)
5. 'Time out 2' with the Pastoral Lead – telephone call home
6. Internal Isolation
7. Fixed Short-Term Suspension
8. Fixed Long-Term Suspension
9. Permanent Exclusion

* Please note that all staff follow a set script for Steps 1-5 (See Appendix 1)

* At lunchtimes, Mr Perks or a Senior Leader is available to support lunchtime staff

All Steps are recorded on the class weekly tracker and are handed in at the end each week to be reviewed by the Pastoral Team.

MAKING SENSE OF BEHAVIOUR

Our Behaviour Policy is founded upon the following assumptions:
All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.

Challenging behaviour includes behaviour that:

- prevents participation in appropriate activities.
- isolates the pupil from his/her peers.
- affects the learning & functioning of other pupils.
- drastically reduces the pupil's opportunities for involvement in ordinary community activities.

- makes excessive demands on staff resources.
- places the pupil or others in physical danger.
- makes the possibility for future placement difficult.
- perpetuates low self-esteem.

Language used around behaviour:
We understand that a common and consistent use of language around behavior is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional at all times. Conversations should follow the whole script and behaviours should be discussed, as the behaviours are not the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Conversations should be recorded and all incidents logged on CPOMs if they have reached Step 4 or above.

POOR BEHAVIOUR

At Thornaby, we define poor behaviour as repeated incidents of inappropriate behaviour that escalate to Step 3 (or above) of the Behaviour Pathway or an isolated incident of inappropriate behaviour that causes intentional harm or disruption. The Pastoral Team (Headteacher, Deputy Headteacher and Pastoral Lead) meet weekly. During this meeting the Class Behaviour Trackers are reviewed and the next steps discussed for children who are persistently receiving Step 3 and above. These next steps follow a simple of process:

1. Conversation about behaviour with the Pastoral Lead
2. Telephone call to parents about behaviours in school
3. Meeting with parents to discuss their child's behaviour

EXTREME BEHAVIOURS

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke behaviour plans. In extreme cases, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort. Staff are trained in 'Team Teach.' Any incidents of physical intervention must be recorded on cPoms. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

RESTORATIVE CONVERSATIONS

'*Punishment doesn't teach better behaviour, restorative conversations do*.' Paul Dix, 'When the Adult Changes, Everything Changes'

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation (Appendix 2) with the pupil to not only ensure the relationship between them remains positive but also to teach the child to evaluate and reflect on their behaviour. For the youngest children, support will be given, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences. We also understand that for some children following our behaviour expectations are beyond their developmental level, in this case, these children will have bespoke behaviour plans which may include rewards to reinforce positive behaviour.

Once a child has reached step 3 of the behaviour pathway script, or if they refuse to be in class when needed, then a 'Think Sheet' is to be completed by the child as part of our restorative practice. These are then used to support the restorative conversation with the child.

ROLES AND RESPONSIBILITIES

Role of the School Staff:

School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement. They will record incidents of poor behaviour (Step 4 or above) on CPOMs. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. New staff will be provided with the school's behaviour policy upon induction. All staff will have regular behaviour management training. Behaviour management will be an important part of professional development for ECTs. Training will be provided for staff through INSET and staff meetings. All staff are encouraged to speak to a member of SLT, if they require advice or support with behaviour management. Mr Richard Perks (Pastoral Lead) is the lead member of staff with the responsibility for behaviour. He meets regularly with Senior Leaders to discuss behaviour.

Role of the Headteacher and Local Governing Board:

The Headteacher is to ensure that pupils and staff comply with the behaviour policy agreed by the local governing board. The local governing board is to ensure that the school's behaviour policy is successfully implemented by the Headteacher.

Pupils:

At the beginning of each school year, the class teachers and teaching assistants go over our three rules with their class to ensure all children are familiar with it and understand what 'Ready, Respectful, Safe' looks like in practice. Children are asked to make every effort to follow the school's rules - these are displayed around school. If needed, to engage in restorative conversations to take responsibility for their behaviour and to improve it.

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

SEND

Reasonable adjustments may be made for pupils with special educational needs and disabilities, particularly those with a diagnosis and/or an education and health care plan. For these pupils, 'specific' behaviour programmes and 'strategies' may be adopted depending on the needs of the child. The SENCo will work with professionals, the family and the pupils to establish an appropriate behaviour plan.

POLICY ON EXCLUSIONS

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Headteacher. Where exclusion is used the school conforms to local authority and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion).
From Day 6 of an exclusion, temporary alternative arrangements for schooling, will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

SCREENING AND SEARCHING

Certain items are prohibited. The staff reserve the right to screen all children for banned objects – this may involve

asking them to turn out their bags or searching children's trays.

POLICY INTO PRACTICE

We recognise that a clear structure and consistency have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. All staff follow the core principle that children are praised publicly and reminded in private.

Our Rules	Consistencies	Over and Above
• Be ready • Be respectful • Be safe	• Daily meet and greet • Praise in public/Remind in private • Notice everything • Behaviour scripts used by all staff • Routines	• Team Points • Recognition boards • We've noticed you slips • Positive phone calls • HT/SLT praise • Half termly behaviour focus which is rewarded with a small figure eg. Positive Penguins, Ready Bee etc.

Date agreed with governing body: June 2024

Reviewed and updated: October 2026

Next Review: October 2027

APPENDIX 1 – The Behaviour Pathway Script and Procedure

Step 1: (Classroom teacher) Reminder (in private if possible)
I have noticed that you have chosen to …… (describe behaviour).
This is a reminder that you need to follow our three school rules of Ready, Respectful, Safe.
You now have the chance to make a better choice.
Thank you for listening.
(Walk away, give child take up time and do not respond)
At this point, privately start to note as the child moves through the stages.

Step 2: (Classroom teacher) Final warning
I have noticed that you have chosen to continue to … (describe behaviour).
This is the second time I have spoken to you. You will need to speak to me after the lesson.
If you choose to break the rules again, you will need to go to the 'Time in' space and complete a 'Think Sheet' in your own time.
Do you remember when … (example previous good behaviour)? This is the behaviour I expect from you.
Think carefully. I know that you can make good choices.
Thank you for listening.
(Walk away, give child take up time and do not respond)
Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 3: (Classroom teacher) 'Time in'
I have noticed that you chose to continue behaving in a way that breaks our rules. You now need to go to our 'Time in' space. I will come and speak to you in five minutes.
DO NOT describe child's behaviour to other adults in front of the child
- Child sent to designated chair/area of classroom.
- 5 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- An age appropriate 'Think Sheet' to be completed at playtime or lunchtime before a restorative conversation is held with the class teacher

If behaviour improves return to lesson. If not or if child refuses, move to Step 4

For a regular offender:
- Possible removal of playtime etc.
- Discussion with Pastoral Lead or SENCO : consider Behaviour Intervention.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 4: (Phase Leader) 'Time out 1'
I have noticed that after your reflection, you still choose to continue to behave in a way that breaks our school rules. You need to … (tell child which leader and classroom you need them to go to). I will come and speak to you at the end of the lesson.
DO NOT describe child's behaviour to other adults in front of the child
- Child escorted to phase leader – ideally by a member of staff.
- Up to 1 hour working alone without causing disturbance.
- Teacher must provide work/ activity for the child to complete and communicate this to colleague.
- 1 session to half a day working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Record on CPOMs using the Step 4 tag.
- An age appropriate 'Think Sheet' to be completed at playtime or lunchtime before a restorative conversation is held with the class teacher

If behaviour improves return to class. If not or if child refuses, move to Step 5

For a regular offender:
- Discussion with Behaviour Lead/SENCO/Head of School
- Parents informed of withdrawal by teacher at the end of the day

Step 5: (Pastoral Lead) 'Time out 2'

I have noticed that your behaviour still has not returned to our school's expected standard. You now need to go to Mr Perks.I will come and speak to you at the end of the lesson/ next break/ end of the day.

DO NOT describe child's behaviour to other adults in front of the child

- Child escorted to/ collected by appropriate adult.
- Follow up check-in by teacher during withdrawal.
- Teacher to provide work/ activity for child as soon as possible after removal.
- 1 session to half a day working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Record on CPOMs.
- Restorative conversation to take place with Class Teacher and Pastoral Lead at a mutually convenient time – this could be the next day.

If behaviour improves return to class. If not or if child refuses, move to Step 6

For a regular offender:

• Discussion with Pastoral Lead/SENCO/Headteacher
• Parents informed of withdrawal by teacher or Behaviour Lead/ SLT depending on nature of incident.
• Discussion with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
• Possible referral to external agencies.

Step 6: (Headteacher or Deputy Headteacher) Internal Exclusion

- Parents informed.
- Child has no contact with own class or classmates for a full day.
- Work is provided for the child that they can access independently
- Record using the Internal Exclusion tag on CPOMS

Step 7: (Headteacher) Fixed Short Term Suspension (up to 5 days)

- Parents informed by letter.
- Upon return to school, parents and child meet with Headteacher/ Deputy Head Teacher to explicitly communicate expectations for behaviour and consequences.
- Behaviour Support Plan to be put in place.

Step 8: (Headteacher) Fixed Long Term Suspension

- Parents, Chair of Local Governing Body, LA informed.
- Upon return to school or if reinstated child stays on Behaviour Support Plan for a minimum of eight
- weeks.

If behaviour improves - no further action.

Step 9: Permanent Exclusion

• Parents, Chair of Governors, LA Officer informed, Trust Director of Primary informed.
• Parents notified of right to appeal.
• If appeal successful, or reinstated child stays on Contract for the maximum 16 weeks.
• If appeal unsuccessful, remove child from school roll.

APPENDIX 2 – Restorative Practices

Definition
The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Questions 1
To respond to challenging behaviour:
What happened?
How were you feeling at the time?
How have you felt since?
Who has been affected by what you did?
In what way have they been affected?
How could you have done things differently?
What do you think you need to do to make things right?

Restorative Questions 2
To help those harmed by others' actions:
How did you feel when you realised what had happened?
How have you felt since?
How has this affected you and others?
What had been the hardest thing for you?
How can we make things right?

APPENDIX 3 – The 'Think Sheet'

Name: _____ Year: _____ Date: _____

What behaviour do I need to reflect on?
What made me behave the way I did? How was I feeling?
What was wrong about the way I behaved? How do I feel about the way I behaved now?
Did I make the right choice? Who has been affected by the way I behaved?
What would have been a better choice to make? What could I have done differently?

STAFF REMINDER: Please ensure that parents/carers are informed of the details of the incident and that their child completed a reflection sheet. This should be done on the day of the incident.

Signature pupil: _____ Signature staff: _____

Think Sheet

Name: Date:

How were you feeling at the time?


Angry


Frustrated


Annoyed


Bored


Sad/Upset


Worried

What happened? Draw a picture or write a sentence

Reflection Questions to support conversation:

Who was hurt/upset by your actions?

How could you have done things differently?

What needs to happen to make things right?