



Thameside Primary School Promoting Positive Behaviour Procedures

Reviewed 2022-23

The policy follows the recommendations and guidance set out by the Department of Education: Behaviour and discipline in schools guidance January 2016 and Behaviour in Schools – Advice for Headteachers and School Staff 2022 and follows the Vale Academy Trust's policies.

At Thameside, everyone is responsible for making sure that our school is a welcoming, nurturing and safe place to learn. We have a kind, caring and supportive ethos, where exemplary behaviour is expected at all times by all members of the school community. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place and so that we can implement our motto of **'Every Child; Every Chance; Every Day.'**

This policy covers behaviour inside school, in the local community and online (please also see our trust anti-bullying policy and online safety policies)

All adults (staff, volunteers, parents, governors and visitors) are expected to follow the Positive Behaviour Procedures.

Aims:

- To develop good behaviour through positive attitudes and praise leading to self-discipline and high self-esteem.
- To encourage children to form respectful & positive relationships among themselves and with adults so that a supportive approach to learning is created.
- For the whole school community to respect and promote equality for all its members
- For all members of the school community to respect others and to accept responsibility for their actions.

All members of the Thameside family – parents, children, staff, governors and the community – work as a team to ensure that Thameside achieves these aims. We believe that working in close partnership with parents and carers supports all children to demonstrate the learning and social behaviours that we expect. Our procedures principally relate to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

Our Ethos

At Thameside, praise is central to nurturing, engaging and motivating children to reach their full potential. Throughout the school, all staff and stakeholders praise children's positive behaviour in a variety of ways both inside and outside of the classroom. It is vital that children recognise that behaving well, modelling positive choices, being responsible and kind are the backbone of not only our school community, but of our wider community as well. As such, our ethos includes three consistent key aspects: **our school 'rules'; the Pivotal approach to behaviour and 'Learning to Learn skills.'**

Our School Rules:

- **First time, every time.**
- **Be respectful**
- **Learn from our mistakes.**

These rules were generated by the children through our assemblies and are shared in individual classes. The rules are shared and recapped regularly throughout the school year

Following the Pivotal Approach

The **Pivotal approach** focuses on adults and the positive culture they create around school. We greet every child positively in the morning and set clear routines.

We follow the 5 pillars of the Pivotal Approach:

- Consistent, calm, adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow-up

This approach is used by all adults at Thameside School and is revisited by staff at the start of every school year as part of the operational induction.

Learning to Learn

At Thameside, our 'learning to learn' skills support children to become better learners, develop children's positive learning habits and prepare them for a lifetime of learning. We celebrate children's success in these skills through awarding classes with stars each term on their class 'Rockets', for which they can then receive a class reward.

The 'Learning to Learn' 5Rs: <ul style="list-style-type: none">• Respect• Resilience• Responsibility• Resourcefulness• Reflectiveness	The Fundamental British Values: <ul style="list-style-type: none">• Democracy• Individual Liberty• The Rule of Law• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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Everybody's Responsibilities

What children and parents/carers can expect from staff

Staff will:

- Invest time in developing strong and nurturing relationships with children, parents and colleagues, being sensitive to individual circumstances and needs
- Model good manners and politeness, and display a positive attitude at all times

- Set high expectations and establish clear boundaries and 'relentless routines' to support the children
- Use rewards and, where necessary, restorative practice, consistently
- Plan creative, meaningful and exciting opportunities to learn (matched carefully to children's needs) so that children can be provided with 'every chance; every day'
- Always take seriously any complaints of bullying or inappropriate behaviour; investigate and address swiftly in line with our policies

What staff can expect from children

Children will:

- Demonstrate kindness, respect and good manners at all times
- Show respect to all adults within the school community
- Be engaged and 'on-task', showing a positive attitude to their learning
- Display their 'Learning to Learn' skills
- Discuss and share their learning
- Be responsible, for example helping others; being role models
- Model good citizenship in our school and local community

What staff can expect from parents and carers

Parents and carers will:

- Communicate openly and respectfully with all members of staff
- Build positive relationships with the school and the wider community
- Share and celebrate their child's achievements and successes
- Support and engage with their child's learning; social/emotional development and attendance
- Work in partnership with the school to help their child to have 'every chance, every day.'

Celebrating Success

We are a supportive school with a caring ethos. In order to ensure this is embedded as a key aspect of our vision, we have a number of consistent ways for all staff to celebrate and reward children's achievements, for example:

- Positive verbal praise
- Postcards/ positive phone calls
- Learning to learn stars and rocket in each class
- Class Dojo points
- Team Thameside stickers
- Visiting the Headteacher's office for a sticker and postcard celebrating achievement
- Hot Chocolate with the Headteacher (weekly)

Assemblies

In our celebration assemblies, 'Stars of the Week', 'Reader of the Week' certificates are given to one child from every class who has produced amazing work, worked or tried exceptionally hard or really improved on a certain aspect of their learning (a Writer of the Week is also awarded to one child in the school each week). In addition, children can showcase pieces of work that they are proud of and talk about their achievements and interests. Presentation of awards from both inside and outside of school activities are shared with the whole school

community.

Stars of the term are also celebrated once every term, for children who have gone above and beyond and shown their best behaviour. Their parents/carers are invited into the assembly where the winners' names are read out. A reward 'afternoon tea' is held for all winners and their parents/carers.

Playground Expectations (Planned and written by our Pupil Parliament)

Playtime rewards (Planned and written by our Pupil Parliament)

Detailed Guidelines:

Foundation Stage

Each classroom has a class reward jar. Children are able to add a conker every time the class demonstrates positive learning behaviours. Teachers regularly talk about the 5Rs, linked to the CoeLs, that the children are using to earn the conker. When the jar is full, the class chooses a reward, e.g. extra playtime, a DVD, or a class party.

Individually, when a child demonstrates good behaviour or excellent learning, they receive a sticker. WOW moments are also documented on Tapestry to share with parents.

Key Stage 1 and Key Stage 2

Each classroom has a class reward rocket on display. Stars start on the 5 Rs and are moved towards the rocket when the class demonstrates good learning behavior. Teachers talk about the Rs the children are using to earn the star. When all the stars are on the rocket, the class chooses a reward, e.g. extra playtime, a DVD or a visit to the park.

Individual rewards are given using the strategies detailed above.

What happens if a child's behaviour does not meet Thameside expectations?

Thameside Primary School uses positivity and praise to manage children's behaviour. However, where necessary, sanctions may be required to ensure that the school expectations are followed and to maintain a safe and positive learning environment for everyone. **Each sanction is employed appropriately depending on each individual situation.** Behaviour that is disruptive to other children's learning, including inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at Thameside.

Unacceptable behaviour is managed using the steps outlined below. Depending on the behaviour and/or the individual circumstance, some steps may not be included and they may not be used in this order

1. Early intervention - explaining to the child why their behaviour (or choices) is unacceptable and what change we are expecting. At this point we try to understand what is causing the behaviour.
2. Reminder – explaining to the child what the positive intervention will be if their behaviour continues
3. A positive intervention – Children are asked to: move to another place, spend time out of class in a quiet space; a restorative conversation.
4. Teacher sanction – Minutes taken off their break or lunchtime
5. A reset – Another member of staff (SLT) will have a conversation with the child about their

behaviour and discuss what they will need to do differently.

6. Internal suspension – The child will complete their work in a different class or room. At this point, parents or carers are always informed.
7. Fixed term suspension – in very serious incidents, children will work at home for a fixed amount of time (only as authorised by the Headteacher)

Any missed work may need to be completed at lunchtime for a maximum of 10 minutes, if appropriate. Further incidents of poor behaviour may lead to referral to the Headteacher and parents being contacted. Any behaviour that involves referral to the SLT must be recorded on a white behaviour form. Persistent low-level disruptive behavior may be recorded as a running record on a behaviour form.

We appreciate that some children may need additional support to help them manage their emotions and behaviours; as a school additional nurture groups and emotional support is provided as needed via our Inclusion Lead and Home-School Link workers.

If behaviour in the playground does not meet expectations:

- A verbal reminder of expectations will be given.
- A 5 minute 'time away from the situation' will be given and a restorative conversation held (class teacher may be informed at this point if behaviour is deemed serious) will be given and reported to the class teacher at the end of morning play and lunch time play.
- Lunchtime supervisors will report back verbally to class teacher about pupils' playground behaviour
- If unacceptable behaviour persists, the senior lunchtime supervisor may decide to refer the incident to the SLT. Parents may be contacted to discuss the incident. Future supporting strategies will be agreed with the class teacher, lunchtime supervisor and member of the SLT and used for an agreed fixed period with a review meeting to follow.

All behaviour forms are given to the Inclusion Lead and are tracked on BROMCOM (soon to be CPOMs). SLT review behaviour each half term and actions/supporting strategies are put in place where required. This information is shared with class teachers to ensure they have an overview of their pupils' behaviour and can communicate this with parents.

An individual risk assessment will be completed for any child whose behavior requires further support or intervention.

Health & Safety

Any child whose behaviour continues to give concern with regard to the Health & Safety of children and adults will be individually risk assessed in line with trust guidelines. Any injuries resulting from behaviour incidents are recorded on accident forms in line with the school's procedures. Where a child's behaviour is proving to be a high level of concern, an individual system of recording incidents will be established, e.g., a home/school book or a report card.

Review:

- Reviewed and amendments made by SLT August 2016.
- Shared with staff 02/09/16. To be addressed with all new members of staff on their induction.
- Amendments made to how behaviour log is recorded. Shared with staff 05/09/17. To be addressed with all new members of staff on their induction.
- Amended from policy to procedure following school joining the VAT (Sept 2017).
- Reviewed with staff 04/09/18
- Reviewed with staff 04/09/19
- Reviewed with staff 02/09/2020

- Reviewed with teachers 02/09/2021 - new reward and sanctions being trialled.
- **Reviewed September 2022**

