THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'

Behaviour Policy

Thakeham Primary School

Date approved by the Full Governing Body: 01.09.17

Review Date: July 2018

Signed

Headteacher: S. Norton

Chair of Governors:

At Thakeham Primary School we feel strongly that behaviour is not just about rules and behaving well, though these are of course incredibly important. It is also about pupils' attitudes to learning and their mindset which in turn can affect their own and others' behaviour. This is also reflected in Ofsted judgements too (see appendix 1).

As a school community we aim to:

- develop a growth mindset approach so that everyone recognises their strengths, is valued and feels positive about feedback and wants to try their very best, recognising that hard work and effort play key parts in this and as adults we are important role models for this
- create safe conditions in which effective learning can take place
- ensure there are opportunities for individuals to take responsibility for themselves, to care for and respect each other, the school, local community and the wider world without bias of culture, race, disability or gender.
- promote the values of honesty, fairness and politeness

These aims are an integral part of our agreed School Vision:

"High quality learning and teaching are at the heart of our school. We nurture and celebrate each child's **individual talents and skills** to enable them to be **happy**, **confident** and **resilient** individuals with a **passion for learning**, **inspired** to **achieve** their very best. Through encouraging a strong sense of **respect** and **responsibility**, both within our local **community** and the wider world, we support our children to be **co-operative, caring** citizens for the future."

Our School Values
These are linked to our School Vision and our Super Learning Heroes (see appendix 2 & 3):

- Care (respect)
- Co-operation
- Honesty
- Responsibility
- Perseverance
- Curiosity
- Reflection

To enable us to achieve our aims, we need to:

- use clear and consistent rules and expectations for all children, ensuring that children actively participate in writing and agreeing these through their classes and the School Council.
- ensure all adults working with children as well as parents and governors have an understanding of the school rules to try and ensure that they share similar values and expectations.
- facilitate high standards by modelling positive behaviours at all times.
- involve all staff in implementing the policy, ensuring they have effective training in behaviour management.
- promote the key behaviours and values for effective learning linked to the 'Thakeham Super Learning Heroes' (see appendix 2 and 3). These are on display in each classroom and around the school
- encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- match work to individual children to ensure all children can access the learning at their own level.
- have effective classroom organisation and layout.

Thakeham Super Learning Rules
Our school rules are directly linked to our School Vision, Values and Super Learning Heroes to supports Thakeham Primary School to be a happy and safe place for everyone to learn in (see Appendix 3).

Class Rules
In addition to our school rules each class has a small set of age specific rules for children to following in their class. These are created with the children each September.
Each class has a copy of the School Vision Tree, 'What Makes Thakeham Super? (Values and Rules) and Class Rules on display in the classroom.

'Learning Ladder'
On the wall in each classroom is the class 'Learning Ladder' which outlines our behaviour system (see appendix 4). There are a series of steps on the ladder which refer to actions for positive behaviour and consequences for poor/inappropriate behaviour. Each child's name is written on a peg/laminated and moved up/down the 'Learning Ladder' depending on their behaviour. Below is an explanation of how this operates:

Peg	Behaviour	Action
Star of the Day	Consistent positive attitude to learning and behaviour throughout the day.	• Move peg/name up • Earn 3 house points • Raffle ticket awarded for termly book voucher draw (celebrated in Friday assembly and through school newsletter)
Good Choices	Good listening and looking. Child is on task, showing good concentration and a positive attitude to learning e.g. answering question, completing task as directed etc	• Move peg/name up. • House point may be awarded.
Ready to Learn	All children start each day at this point.	
	Routine classroom misbehaviour, off task, distracted, distracting, loudness, low level attention seeking.	• Reminder – dealt with by verbal/non-verbal strategy e.g. frown, eye contact. • Repeat/explain desired behaviour.
Stop and think	Repeated poor behaviour.	• Move peg/name down. • Brief explanation to child as to why their behaviour was inappropriate. • Repeat/explain desired behaviour. • Remind child of the need to improve their behaviour and consequences if poor behaviour continues.
Time Out **(i) Class (or on playground if at break/lunch)** **(ii) Partner**	Class minor misbehaviour – wandering around, interrupting, and ignoring instructions, silly noises or repeat of previous poor behaviour. Continuation of poor behaviour or more serious misbehaviour.	• Move peg/name down. (i) Child moved within the classroom. May be close to the teacher/TA. Child to apologise at an appropriate time (ii) Child in Acorn Class to go to Oak Class Child in Oak Class to go to

Class		Elder Class Child in Elder Class to go to Acorn Class • Child to apologise at an appropriate time. • Class Behaviour Log and Behaviour Incident form completed. Child to miss 5/10 minutes of break/lunchtime (supervised by teacher) • Child to complete 'Making Things Better' sheet. • Parents are informed at stage (ii) – when a child has been sent to a partner class
Mrs Hopkins (Senior Teacher)/Mrs Norton (Headteacher)	Child has not responded to above steps or their behaviour is of a more serious nature e.g. general refusal to do things, deliberately causing a nuisance, challenge to authority, rudeness, aggression, swearing etc. Exclusion may be given for either a pattern or one-off serious misbehaviour that significantly endangers themselves/other	• Move peg/name down. • Child to explain actions, other adults/children may be drawn on for further information. • Child to apologise at an appropriate time. • Child to miss break/remainder of lunchtime (supervised by Senior Teacher/Headteacher) • Parents informed by Senior Teacher/Headteacher. • Class Behaviour Log and Behaviour Incident form completed. • Child to complete 'making Things Better' sheet. Repeated incidents: • Targets set for improvement e.g. individual behaviour chart drawn up with the teacher, Inclusion Co-ordinator, child and parents

School Rewards

At Thakeham Primary School good learning and behaviour are recognised in a variety of ways:

- **Praise:** adults acknowledge positive attitudes and learning with a verbal/written comment depending on the context. A 'well done' should always be qualified with a reason.

- **House points:** Each child belongs to a 'house', the names of which have been chose by the children and agreed by the School Council. The house names are 2 females and 2 males: a

scientist, a human rights activist, an explorer/adventurer and a diarist. These have been chosen by the children to link with our Thakeham Super Learning Hero Awards'. Each house 'leader' was chosen as showing characteristics of that particular Super Learning Hero to which they below:

- **Frank (Anne Frank – diarist): Blue House (Reflective Reviewing Ruby)**
- **Grylls (Bear Grylls – adventurer): Green House (Curious, Questioning Quinn)**
- **Malala (Malala Yousafzai - Pakistani activist for female education and the youngest-ever Nobel Prize laureate): Yellow House (Co-operative Caring Craig)**
- **Edison (Thomas Edison – Scientist): Red House (Positive Persevering Poppy)**

On display in each classroom is the House point Chart (see appendix 5). Children may earn house points for positive behaviour as well as work.

Each term the winning team has a non-uniform day where they are able to come dressed in the colour of their team and have extra break. This can be anything from 1 item of clothing to a full outfit of the colour (hair and make-up being the exceptions!) A treat for the overall winning house at the end of the year will be organised by the Headteacher and Senior Teacher.

- **Star of the Day:** For consistent positive attitude to learning and behaviour throughout the day. This is not restricted to 1 child per day. Those children who earn this accolade will have a raffle ticket which will be entered into a termly draw for a book token for each class (presented in Friday assembly).

- **Thakeham Super Learning Hero Awards:** These characters were designed by children in each of our classes, following class input and staff INSET on the characteristics of effective learning. These link with work by Shirley Clarke (Growth Mindset), Guy Claxton, Chris Quigley (Building Learning Power) and Arthur Costa (Habits of Mind).

- The language of these characters is modelled and promoted by all adults in school. This is important so the children can thoroughly understand these. The awards are not a 'bolt on' certificate, but lie at the heart of enabling individuals to become effective learners. Throughout the week children and adults should be actively thinking about and looking for children who display these learning behaviours or 'powers'. Each week 1 child in the class is awarded one of the certificates who has shown a particular learning 'power' or behaviour. These are awarded in our 'Celebration Assemblies' each week, to which families are invited in
  - Classteachers keep a record of the children awarded the certificates in their Pupil Pastoral Files, the School Office keep a record as does the Headteacher who records it in the Super Learning Hero Award Book.
  - Children who have earnt a certificate are invited to 'tea' (squash and biscuits) with the Headteacher on Thursday afternoons from 2.55pm. Here children discuss in greater detail why they have been awarded a certificate and how this has helped them. Children should bring with them any available relevant work relating to their award and this should also be brought to the Celebration Assembly

- **Headteacher Award:** Once all 4 Super Learning Hero certificates are awarded to a child they will earn a Headteacher's certificate. A Headteacher Award can also be given for outstanding work (separate to the hero certificates).

- **Governor Award**: These can be gained by earning two HTs award (1 for outstanding work and 1 for gaining all 4 hero certificates).

- **Community Award:** Children can earn this following the Governor Award by completing 4 community tasks/activities in agreement with the Headteacher. These may include taking part in a charity event (over and above those that happen in school), a session working alongside children at Thakeham Pre-School, taking part in a school/community event e.g. singing at Sussex Downs Care Home etc. The School Council will work to create a suggested list of such activities and work together to design the certificate. These certificates will be presented by a member of Thakeham Parish Council.

  Super Learning Hero Awards, Headteacher Awards,Governor Awards and Community Awards are all presented in our Celebration Assembly on Mondays.

  NB The awards roll over from one year to the next; it is not necessary that they earn all 4 hero certificates in 1 year (records will be passed from one teacher to another).

At Thakeham Primary School, we also celebrate children's achievements outside of school e.g. Karate, Rugby, Gymnastics, Swimming awards etc. through recognition of the efforts in our Monday Celebration Assembly.

Playtimes and Lunchtimes
To ensure as much consistency as possible during these times, children follow the same rules as at other times during the school day and we hold the same high expectations of children. For ease of use the stages above are simplified to operate as follows. Teaching Assistants (TAs) and Midday Meals Supervisors (MMS) will be supported to ensure they understand these and the rewards/consequences linked with these.

At breaktimes/lunchtimes we use a simplified version of our 'Learning Ladder':

Stage	Behaviour	Action
Good Choices	Super Learning Rules being followed in hall/on playground	• Positive praise used and justified • Reference to Super Learning Hero 'learning powers' • House point may be awarded.
1. Stop and think	Low level disruption	• Reminder – dealt with by verbal/non-verbal strategy e.g. frown, eye contact. • Repeat/explain desired behaviour. • Brief explanation to child as to why their behaviour was inappropriate. • Remind child of the need to improve their behaviour and consequences if poor behaviour continues.

2. Time Out **On the playground/Hall**	Continuation of behaviour e.g. • Annoying/upsetting others • Silly (low level) behaviour • Not using equipment/areas safely/responsibly	Child spends 5 minutes alongside an adult on the playground/hall/field Child to apologise at an appropriate time.
3. Mrs Hopkins (Senior Teacher)/Mrs Norton (Headteacher)	Child has not responded to above steps or their behaviour is of a more serious nature e.g. general refusal to do things, deliberately causing a nuisance, challenge to authority, rudeness, aggression, swearing etc. Exclusion may be given for either a pattern or one-off serious misbehaviour that significantly endangers themselves/other	Child to explain actions, other adults/children may be drawn on for further information. Child to apologise at an appropriate time. Child to miss break/remainder of lunchtime (supervised by Senior Teacher/Headteacher) 1. Parents informed by Senior Teacher/Headteacher. 2. Class Behaviour Log and Behaviour Incident form completed. 3. Child to complete 'Making Things Better' sheet. **Repeated incidents:** 4. Targets set for improvement e.g. individual behaviour chart drawn up with the teacher, Inclusion Co-ordinator, child and parents

Positive behaviour in line with our Super Learning Rules should be actively praised and promoted. House points may also be awarded and stickers. If a TA/MMS has identified a child displaying characteristics of one of the Super Learning Heroes this can be acknowledged and praised e.g. 'Well done I was so impressed that you shared the equipment with the others, that's just like 'Co-operative Caring Craig'. This can be discussed with the classteacher, but it is the classteacher (with the class as appropriate), who decides whether a child should be awarded a Super Learning Hero Award. This applies during lesson time too.

Clubs

To ensure as much consistency as possible during these times, children follow the same rules as at other times during the school day and we hold the same high expectations of children. The steps outlined for breaks/lunches are adhered to.

If a child is sent out of the club (step 3 as above) on 3 occasions during the term then the child will miss the following week's session. A repeat of this situation may result in a child being excluded from the club for the rest of the term. The Club Leader will keep a record of behaviour which will be open to inspection by the Headteacher/Senior Teacher at any time. Repeated poor behaviour may result in the Club Leader permanently excluding the child from the club.

The Club Leader will advise the Headteacher and parents of all incidents from Stage 2 onwards.

Play Leaders/Buddies
In the class there is recognition of the importance of children working together, co-operating and supporting each other and taking on responsibilities. We are extending this to the lunchtime, and in line with developing pupil responsibility, have implemented Playground Leaders. With extensive training across a term (around 10 hours), they are supported to help lead games and encourage children to participate in active and social play. They are trained to help deal with minor playground issues that may arise either directly with a game they are leading or through other playground play. Training may be delivered by the PE Leader or another sports provider and is supported by children previously/currently in this role. Through the Play Leaders/Buddies approach, it is hoped the children will:

- improve their own/others' communication skills, self-esteem and confidence
- encourage and develop peer relationships
- increase the ability to understand and empathise with others
- develop decision making skills
- develop conflict resolution skills
- develop their own/others' sense of responsibility
- develop a sense of community and belonging

These children are identified on the Playground by their coloured bibs and hats and work under the guidance of a MMS.

Encouraging Good Behaviour
Children will be taught about acceptable behaviour during class time and PSHE sessions and in assemblies. Assemblies will regularly refer to our values and rules and the 'learning powers' of our Super Learning Heroes. At the beginning of each half-term these will be reinforced by the classteacher. Throughout the year we hold Super Learning Hero afternoons or days which enable the children to deepen and broaden their understanding of the 'learning powers' of our Super Learning Heroes. There are a wide range of opportunities which help nurture and develop pupil responsibility both within in the class and across the school.

Consequences

Poor Behaviour
Whilst there is much emphasis on promoting positive behaviour, it is also important that unacceptable behaviour is addressed swiftly and effectively. Unacceptable behaviour is that which conflicts with our values and rules. This may include:

- Not concentrating – being distracted/distracting others
- Name Calling
- Rudeness/being disrespectful – negative body language, 'answering back', rude/hurtful words
- Leaving others out
- Being unkind
- Refusal to carry out an instruction
- Physical actions/violence
- Bullying
- Racial or sexual harassment
- Vandalism
- Swearing
- Stealing

There is a huge variation within these and so the 'Learning Ladder' should be used to help decide the nature of the consequences (see 'Stop and Think' section and stages below this). This does not mean that each stage has to be followed until the next stage applies. If the behaviour is of a more serious

nature then it may be appropriate for the consequences to be applied much further down the 'Learning Ladder'.

Each stage of the 'Learning Ladder states the consequence, staff to be involved and when parents should are contacted. When a child is on the second stage of 'time out' (i.e. sent to a partner class) or lower on the 'Learning Ladder' 'time out (ii)' e.g. sent to the Senior Teacher/Headteacher, this should be recorded on the '**Class Behaviour Log'** sheet (appendix 6) and '**Behaviour Incident'** sheet (appendix 7) and stored in the Pupil Pastoral Support Files. The child will also be asked to complete a **'Making Things Better'** (appendix 8) sheet and a 'Sorry card/note' as appropriate. Blank copies can be found in the staffroom. Club Leaders keep their own records which are available for inspection by the Headteacher/Senior Teacher.

At these stages, through discussion with the child, a restorative approach is taken to help the child reflect on their behaviour. They will be encouraged to consider:

- What has happened?
- What were you thinking?
- How were you feeling?
- Who's been affected/upset?
- Which of the Super Learning Rules have you broken?
- What can you do to make things better?
- How could you behave differently next time?

This discussion may not take place immediately at the time of the incident. In fact for some children, they may be unable to process their thoughts if in a heightened state of anxiety, in which case the discussion is better when they are calmer and more receptive.

The child should spend the missed break/lunchtime completing a 'Making Things Better' sheet which supports the restorative approach.

Persistent Poor Behaviour

If the above are not effective and a pattern of poor behaviour is taking place then targets will be set to address this and support strategies implemented. The classteacher, Inclusion Co-ordinator, parents and child will be involved.

Should the support strategies not be successful then advice from outside agencies will be sought e.g. Learning and Behaviour Advisory Team, Pupil Access, Early Help etc. This should be incorporated into the range of strategies to be implemented in school. Continued persistent poor behaviour may result in fixed term or permanent exclusion. A particularly serious incident e.g. strong violence/aggression towards others, refusal to comply with school systems/rules and or incidents which significantly endanger the safety of themselves or others may also trigger a fixed or permanent exclusion from school. In the case of any exclusion the County must be informed and parents informed both through a meeting and letter.

If there is a pattern of unkind words or physical actions of a child towards another child, then this will be dealt with through the Anti Bullying Policy.

The Law states:
Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.
Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). This also applies to any other paid member of school staff, such as teaching assistants and lunchtime supervisors.

Positive handling/physical restraint is to be used in line with the physical restraint policy and should only be used if a child is in danger of harming themselves, others, or damaging resources. It is not a first choice for dealing with inappropriate behaviour.

Staff Development
Staff engage in training in-house, through courses and through visits to other schools to support effective behaviour management skills. Visits and meetings with outside agencies are also important sources of staff development. New staff receive induction which refers to our behaviour systems and policy.

It is important that staff are trained in dealing with more challenging behaviour and how to use positive handling/physical restraint. At the moment we have 3 members of staff who are 'Team Teach' trained: Mrs Norton (Headteacher), Mrs Younger (Teaching Assistant) and Mrs Elvery (Teaching Assistant).

Inclusion
We acknowledge that the majority of children in school want to follow the rules. Some of the children are very young and part of their learning is to learn what acceptable behaviour in school is and to learn about norms of behaviour when working and playing with others. We also have children who have SEN&D and the nature of this may mean that we deal with some children in a way that we may be different from the way in which we deal with others, just as we would differentiate the learning for different abilities. Where this is the case, the ILP (Individual Learning Plan) acknowledges the targets and strategies to use and the impact of these are carefully measured and reviewed. ILPs are drawn up in partnership between the classteacher, Inclusion Co-ordinator, parent and pupil. Support from outside agencies may also be part of this.

Monitoring and Review
Monitoring of behaviour is a key part of school life, whether this be through informal observations walking around the school, playground, hall etc or more formally through our structured monitoring programme. The standards of behaviour are formally monitored through subject lesson observations and the policy is specifically monitored through learning walks, pupil conferencing and examination of the Pastoral Support File. Teachers receive feedback on strengths and areas for development. Progress against areas for development is reviewed regularly.

APPENDIX 1 Ofsted Grade Descriptor

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

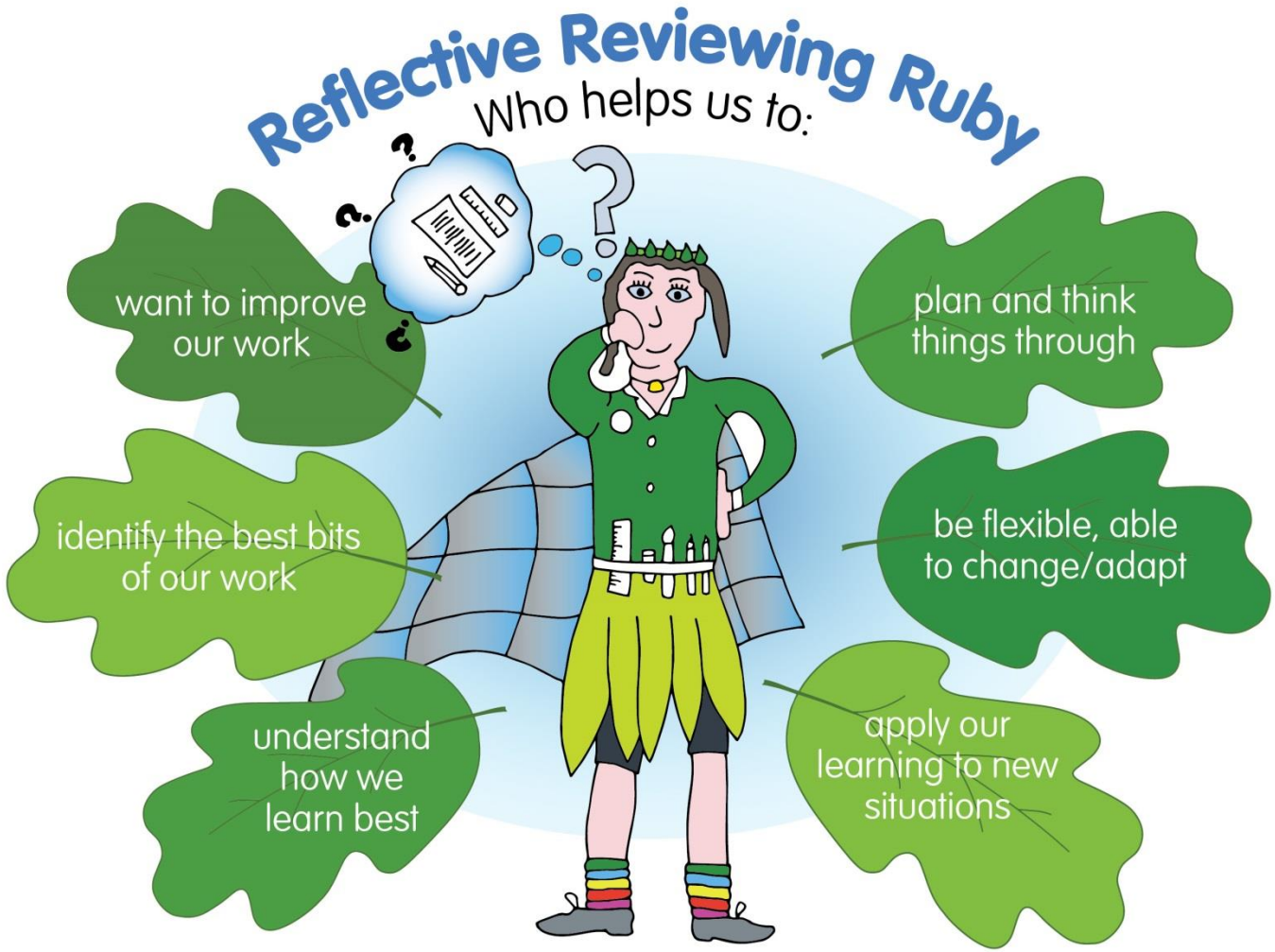
- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)
Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

APPENDIX 2

Thakeham Super Learning Heroes



'Small School, Big Opportunities, Great Achievements'

Thakeham Super Learning Heroes

Curious Questioning Quinn

Who helps us to:



'Small School, Big Opportunities, Great Achievements'

Thakeham Super Learning Heroes

Co-operative, Caring Craig

Who helps us to:



'Small School, Big Opportunities, Great Achievements'

Thakeham Super Learning Heroes

Positive, Persevering Poppy

Who helps us to:

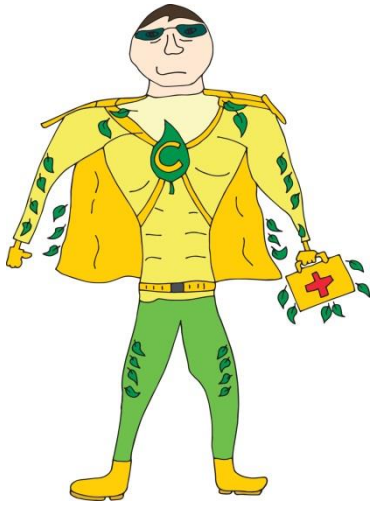


THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'

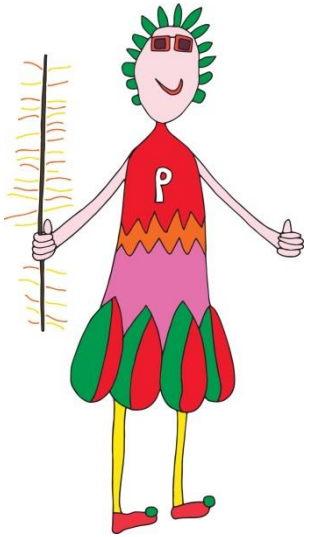
APPENDIX 3

What makes Thakeham Super?

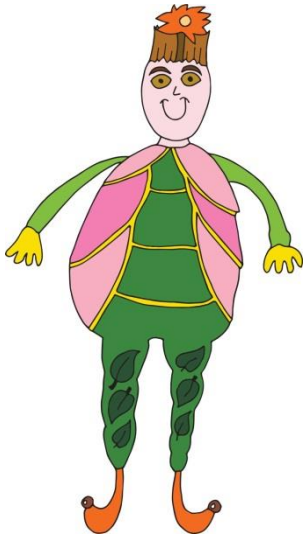


Care (Respect)
Co-operation
Honesty
Responsibility

Perseverance



We are kind, caring and co-operative.
We try our very best.
We listen.
We are honest.
We look after our school and community.



Curiosity

THAKEHAM PRIMARY SCHOOL
'Small School, Big Opportunities, Great Achievements'

Our Place in the World Inspired Learners Learning for Life

Reflection



APPENDIX 4

Learning Ladder



APPENDIX 5

Thakeham House Points

Frank House	Grylls House	Malala House	Edison House

APPENDIX 6

CLASS BEHAVIOUR LOG

Class/Year Group:

Date	Pupil Name	Learning Ladder Level
01.01.16	xxxxxxxxxxx	Time Out in xx class
01.01.16	xxxxxxxxxxx	Sent to Mrs H
01.01.16	xxxxxxxxxxx	Sent to Mrs N

Appendix 7

Behaviour Incident Form

Date: ……	Adult Investigating: ……..

Name of Children involved: ……

Class/Year Group: …..……..……

Recount of Events: ……..

…….

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…….

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Who appears to be the 'victim'? …….

Who is the 'perpetrator? …….

Consequence .....

……

Have parents been informed and how?.....

This document should be used to record behaviour incidents for pupils who receive 'Time Out' in a partner class or are sent to the Senior/Headteacher. This should be stored in the Pastoral Support File. The Class Behaviour Log should be updated accordingly

APPENDIX 8

Making Things Better

We are kind, caring and co-operative.
We try our very best.
We listen.
We are honest.
We look after our school and community.

Which of the school rules have you broken?

How do you feel about what has happened?

How do you think this has made other people feel?

What can you do to make things better?

_____

Name:……

Class:…… Date:…….

To be stored in the Pupil Pastoral Support File