

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



Behaviour Policy

Thakeham Primary School

Date approved by the Full Governing Body: 11.11.21

Review Date: July 2022

Signed

Headteacher: *S. Norton*

Chair of Governors: *Kate Norton*

Our Approach to Behaviour and Attitudes

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.

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.
- value inclusivity and provide a differentiated approach to behaviour, just as we do for our curriculum subjects. This is based on the understanding that children have a variety of starting points and are both positively and negatively influenced by a range of factors that can affect their behaviour and attitudes.
- promote our school values.

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 1):

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

Our Therapeutic Approach to Behaviour

At Thakeham Primary School we adopt a Therapeutic Thinking approach to managing behaviour which is closely aligned to our school values and vision. This approach prioritises the prosocial (positive) feelings of everyone. This is based on the principle that positive experiences create positive feelings. Positive feelings create positive behaviour.

Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours. This approach is used across many local authorities in England, including West Sussex. All staff have been trained in this Therapeutic Thinking approach.

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

- actively involve staff, children, parents, volunteers and governors in writing and agreeing our Behaviour Policy.

- involve all staff and volunteers in implementing the policy, ensuring they have effective training in to support effective implementation.
- use clear and consistent rules, expectations and practice outlined in our policy.
- facilitate high standards by modelling positive behaviours at all times.
- promote the key behaviours and values for effective learning linked to the 'Thakeham Super Learning Heroes' (see appendix 1 and 2). 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 and behaviour approach for those in need of a more personalised plan to ensure all children can access the learning and experience success.
- implement 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 support Thakeham Primary School to be a happy and safe place for everyone to learn in (see Appendix 1).

Class Rules

In addition to our Super Learning 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. These are devised with the children as part of their Jigsaw lessons annually in September.

Positive School Rewards

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

- **Praise:** adults acknowledge positive attitudes and effort with learning, with a verbal/written comment depending on the context. A 'well done' should always be qualified with a reason. We understand that for some children, public use of praise can be challenging and in these circumstances will provide this privately to the child in line with their needs.
- **Jigsaw Weekly Celebration Scrolls:** Each week during Tuesday's assembly, teachers will highlight the behaviour/attitude for the week ahead linked to the Jigsaw/RSHE pieces (lessons). Links will be made to our Super Learning Heroes/Values. Through the week, children and adults nominate each other by adding names to the Celebration Scrolls when they see each other using that behaviour. This will serve to reinforce application of the intended behaviour/attitude/value etc and in turn, this will help ensure the Jigsaw learning is translated into positive behaviour and attitudes and is not confined to the lesson. These are on display in the classroom and also recognised through our Celebration Assembly the following Monday.
- **House points:** Each child belongs to a 'house', the names of which have been chosen by the children and agreed by the School Council. Each house 'leader' was chosen as showing characteristics of that particular Super Learning Hero and with a greater focus on equalities. The house names are linked to 2 females and 2 males and include human rights activists, a Nobel Prize laureate, a professional footballer with a passion for action against child poverty and an author close to the children's hearts, who has also visited our school (virtually!)

- **Rosen (Michael Rosen – children's author and poet): Reflective Reviewing Rowan**
- **Parks (Rosa Parks – African – American activist): Curious, Questioning Cleo**

- **Malala (Malala Yousafzai - Pakistani activist for female education and the youngest-ever Nobel Prize laureate): Co-operative Caring Chloe**
- **Rashford (Marcus Rashford – Professional Footballer): Positive Persevering Perry**

On display in each classroom is the House point Chart (see appendix 2). 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 Assistant Headteacher.

- **Thakeham Super Learning Hero Awards:** These characters were designed by children in each of our classes, following class input on the characteristics of effective learning and equalities.
- 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.
- Class Teachers keep a record of the children awarded the certificates in their Pupil Pastoral Files, and the School Office also keep a record.
- **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 Super Learning Hero certificates).
- **Governor Award:** These can be gained by earning two Headteacher awards (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/task independent of school or participating in a school organised community event. 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/local community wherever possible.

Super Learning Hero Awards, Headteacher Awards, Governor Awards and Community Awards are all presented in our Celebration Assemblies and are announced in our fortnightly newsletters.

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 Assemblies.

Encouraging Good Behaviour

Children will be taught about acceptable behaviour during class time and our Jigsaw (RHSE) 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 Class Teacher. 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.

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

We have an agreed approach to dealing with poor behaviour during lesson time as outlined below. NB this is the pathway for a session. A session is classed as the period up to break time, after break until lunch or the afternoon. Consequences do not carry forward from session to session. Wherever possible an Enhanced Reflection will take place on the same day.

Stage	Behaviour	Action	Use of script	Role
1. Stop and think	<p>Within a session:</p> <p>a) Unsocial/antisocial behaviour e.g. off task, distracted, distracting others, loudness, low level attention needing behaviours.</p> <p>b) Repeated unsocial/antisocial behaviour. This may be the same or a different non-physical behaviour.</p>	<ul style="list-style-type: none"> • Quiet, discrete reminder to child <u>AND</u> • Repeat/explain desired behaviour in relation to school values and rules. • Action can be taken to help the child to succeed. Adult may draw on strategies from OAIP e.g. alternative seating position in class. 	<ul style="list-style-type: none"> • “State name, I notice that you.....(describe behaviour) • “I need you to(state appropriate school rule). <p>For example: “Sarah, I notice that you are talking. I need you to listen to our input so you understand the task.”</p>	<ul style="list-style-type: none"> • TA/Teacher
2. Mini-reflection time	c) On 3rd episode of any unsocial/antisocial behaviour within a session.	<ul style="list-style-type: none"> • Child and adult to take a few minutes to use ‘Mini-reflection’ template • In response to completed template, adult leading the class can implement strategies to help the child to succeed. • Child encouraged to apologise when calm and at an appropriate time. • Adult to record on Class Behaviour Monitoring Chart. • Class Teacher to file ‘Mini-reflection’ in Pastoral File. 	<ul style="list-style-type: none"> • “I/We notice that things are not going well in this session.” • “We need to talk together to help you reflect.” • Then complete ‘Mini-reflection’ template. 	<ul style="list-style-type: none"> • If a TA is present this can be done whilst the teacher continues to lead. • If no TA present the teacher will need to check in with the child at the earliest possible point when the class are working e.g. set a question to discuss.
3. Enhanced	Child has not responded to above	<ul style="list-style-type: none"> • Class Teacher and child to complete ‘Enhanced Reflection’ template during the next available 	<ul style="list-style-type: none"> • I/We notice that things are not going well in this session. • We need to talk together to help you reflect. 	<ul style="list-style-type: none"> • Class Teacher • NB if teacher is on duty then

Reflection time	steps within a session.	<p>non-class opportunity e.g. break/lunch if incident has occurred in the morning. If the incident has occurred during the afternoon, ideally the Enhanced Reflection will take place before the end of the school day (e.g. utilise support of TA).</p> <ul style="list-style-type: none"> • The emphasis will be for the child and adult to understand the trigger/reason(s) for the behaviour, the values/rules this contravenes and strategies used to support the child to manage their behaviour. • The Enhanced Reflection is to be seen as a restorative approach rather than a punishment to support further positive change. • Child encouraged to apologise when calm and at an appropriate time • Class Teacher to record on Class Behaviour Monitoring Chart • Class Teacher to file in Pastoral File • Class Teacher to inform parents 	<ul style="list-style-type: none"> • Then complete Enhanced Reflection template. 	TA/other may need to cover
4. Mrs Hopkins – Thursdays (Assistant Headteacher) Mrs Norton (Headteacher)	<p>To be used if:</p> <ul style="list-style-type: none"> • a child needs 2 separate Enhanced Reflection times within a day. <p>Or</p> <ul style="list-style-type: none"> • a child has behaved in a significant physical manner to 	<ul style="list-style-type: none"> • Assistant Headteacher/Headteacher to review Mini/Enhanced Reflection templates. • In the case of a physical behaviour incident, AH/HT to complete an Enhanced Reflection template. • Class Teacher to record AH/HT involvement on Class Behaviour Monitoring Chart 	<ul style="list-style-type: none"> • See Enhanced Reflection 	<ul style="list-style-type: none"> • Class Teacher and Headteacher (or Assistant Headteacher)

	<p>another child/staff e.g. kick, hit, slap, punch, biting, pinch.</p> <ul style="list-style-type: none"> • Class Teacher to file Enhanced Reflection Template in Pastoral File • Parents informed by Class Teacher/Assistant Headteacher/Headteacher. <p>Repeated incidents/depending on nature of behaviour :</p> <ul style="list-style-type: none"> • Class Teacher and InCo/Headteacher to follow the Therapeutic Approach to Behaviour Flow chart to identify next steps to provide support. 		
Exclusion may be given for either a pattern or one-off serious misbehaviour that significantly endangers themselves/others and is undertaken with intent to cause significant harm.			

It is essential that adults undertake the reflection opportunities when the child is calm and able to participate in the reflection, not when angry or disruptive as they may be unable to process their thoughts if in a heightened state of anxiety.

See appendix 3 for mini-reflection template; appendix 4 for enhanced-reflection template; appendix 5 for Class Behaviour Monitoring Chart.

Playtimes and Lunchtimes

To ensure as much consistency as possible, children follow the same rules as at other times during the school day and we hold the same high expectations of children. Positive behaviour in line with our Super Learning Rules should be actively praised and promoted. If an adult on duty has identified a child displaying characteristics of one of the Super Learning Heroes this can be acknowledged and praised. This can be discussed with the Class Teacher, but it is the Class Teacher (with the class as appropriate), who decides whether a child should be awarded a Super Learning Hero Award. This applies during lesson time too. House points may also be awarded.

At break times/lunchtimes we use the same approach and stages employed in the classroom to deal with poor behaviour e.g. 'Stop and Think' reminders; 'Mini-Reflection and an Enhanced Reflection in line with our Therapeutic Thinking approach. The only difference being that a child will need to come off the playground for an Enhanced Reflection as the playground/field is unlikely to be conducive to this discussion. Please see below:

Stages	Behaviour	Action	Use of script	Role
1. Stop and think	<p>Within a break/lunch:</p> <p>d) Unsocial/antisocial behaviour e.g. name calling, not sharing, following others/not letting others play, annoying others/attention needing behaviours.</p> <p>e) Repeated unsocial/antisocial behaviour. This may be the same or a different non-physical behaviour.</p>	<ul style="list-style-type: none"> • Quiet, discrete reminder to child <u>AND</u> • Repeat/explain desired behaviour in relation to school values and rules. • Action can be taken to help the child to succeed. Adult may draw on strategies from OAIP e.g. suggesting/supporting a different game, suggesting a rule change etc. 	<ul style="list-style-type: none"> • “State name, I notice that you.....(describe behaviour) • “I need you to(state appropriate school rule). <p>For example: “Sarah, I notice that you are not sharing the equipment fairly. I need you to be kind and take turns.”</p>	<ul style="list-style-type: none"> • TA/Teacher
2. Mini-reflection time	f) On 3rd episode of any unsocial/antisocial behaviour within a break/lunchtime.	<ul style="list-style-type: none"> • Child and adult to take a few minutes to use ‘Mini-reflection’ template • In response to completed template, adult dealing with the incident can implement strategies to help the child to succeed • Child encouraged to apologise when calm and at an appropriate time • Adult on duty to record on Class Behaviour Monitoring Chart. • Class Teacher to file ‘Mini-reflection’ in Pastoral File 	<ul style="list-style-type: none"> • “I notice that things are not going well this break/lunch.” • “I need you to talk with you to help you reflect.” • Then complete ‘Mini-reflection’ template. 	<ul style="list-style-type: none"> • TA/Teacher.

<p>3. Enhanced Reflection time</p>	<p>Child has not responded to above steps within a break/lunch or their behaviour is of a more serious nature including physical behaviour.</p>	<ul style="list-style-type: none"> • Adult on duty to contact office via walkie talkie for Headteacher/Assistant Head to collect child from playground/field to complete an ‘Enhanced Reflection’ template with the child. • The emphasis will be for the child and adult to understand the trigger/reason(s) for the behaviour, the values/rules this contravenes and to support the child to consider how to improve their behaviour. • Child encouraged to apologise when calm. • Although the reflection will occur at a break/lunch it is to be seen as a restorative approach rather than a punishment to support further positive change. • Headteacher/Assistant Head to record on Class Behaviour Monitoring Chart. • Class Teacher to file ‘Enhanced Reflection’ template in Pastoral File • Parents informed by Class Teacher/Assistant Headteacher/Headteacher. <p>Repeated incidents/depending on nature of behaviour:</p> <ul style="list-style-type: none"> • Teacher and InCo/Headteacher to follow the Therapeutic 	<ul style="list-style-type: none"> • I/We notice that things are not going well in this break/lunch. • You need to have some time to talk together with Mrs Norton/Mrs Hopkins to help you reflect. • Child to go in with Mrs Norton/Mrs Hopkins to complete Enhanced Reflection template. 	<ul style="list-style-type: none"> • Headteacher/ Assistant Headteacher
---	--	--	---	--

		Approach to Behaviour Flow chart to identify next steps to provide support.		
Exclusion may be given for either a pattern or one-off serious misbehaviour that significantly endangers themselves/others and is undertaken with intent to cause significant harm.				

Clubs

To ensure as much consistency as possible, club leaders will follow the break/lunchtime procedures as outlined above.

The Club Leader will be responsible for completing and recording Mini Reflections on the Club Behaviour Monitoring Chart (see appendix 6) which will be open to inspection by the Headteacher/Assistant at any time. The Assistant Headteacher/Headteacher will complete and record Enhanced Reflections on the Club Behaviour Monitoring Chart. If a child has been collected from a club for an Enhanced Reflection on 2 occasions during the half 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/Headteacher will inform parents following an Enhanced Reflection.

Pupil Play Leaders

In the class there is recognition of the importance of children working together, co-operating and supporting each other and taking on responsibilities. Our Pupil Play Leaders 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 approach, we aim for children to:

- 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 Midday Meals Supervisor during lunchtime.

Use of Touch/Force

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. At times of COVID-19 this should be seen as a last resort.

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 in line with our Positive Handling Policy. At the moment we have 4 members of staff who are 'Team Teach' trained: Mrs Norton (Headteacher), Miss Brown (Class Teacher/PE Leader), Mrs Younger (Teaching Assistant) and Mrs Mullineux (Inclusion Coordinator).

Inclusion – An Individual Approach

The majority of children will be able to follow the Class/Super Learning Rules and the procedures set out in this Behaviour Policy. However, for some children, it will be necessary to put additional measures in place to manage any antisocial or unsocial behaviour. For these children, the Class

Teacher will work closely with the school's Inclusion Co-ordinator, parent/carer and child to identify possible reasons for any antisocial or unsocial behaviour and select strategies to be implemented to promote prosocial behaviour. Any strategies that are implemented will be recorded on an Individual Mini/Therapeutic Plan. Those involved in the co-production of this will review it at an agreed date. Where necessary, the school will draw on the expertise of Outside Agencies, like the Learning and Behaviour Advisory Team or the Educational Psychology Service for support.

Wherever possible the school will aim to manage pupil behaviour through a therapeutic approach, however dangerous/persistent antisocial behaviour may result in fixed term or permanent exclusion in line with national guidance. In the case of any exclusion the County must be informed and parents informed both through a meeting and letter.

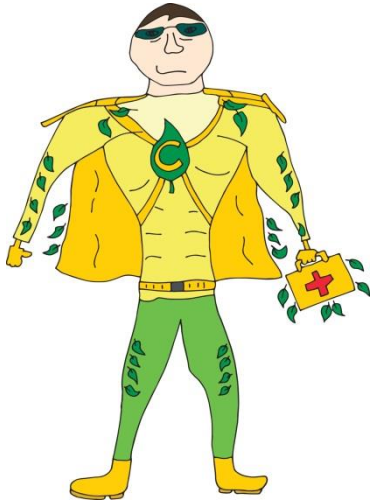
Equality

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Monitoring and Review

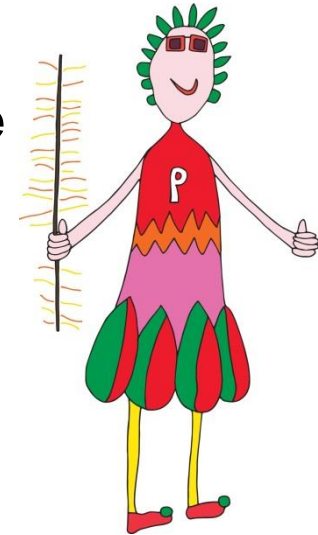
Monitoring of behaviour is a key part of school life, whether this be through informal observations walking around the school, playground, hall etc or more formally through our structured monitoring programme. The standards of behaviour are formally monitored through curriculum observations and the policy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

What makes Thakeham Super?



**Care (Respect)
Co-operation
Honesty
Responsibility**

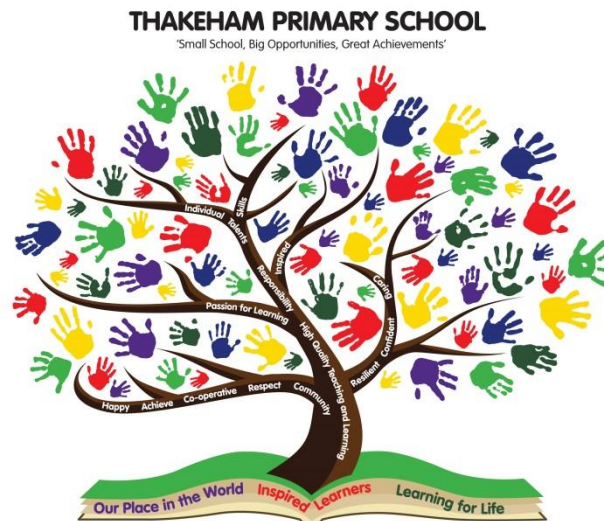
Perseverance



**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



Reflection



Thakeham House Points

Rosen House	Parks House	Malala House	Rashford House

APPENDIX 3

MINI REFLECTION TEMPLATE

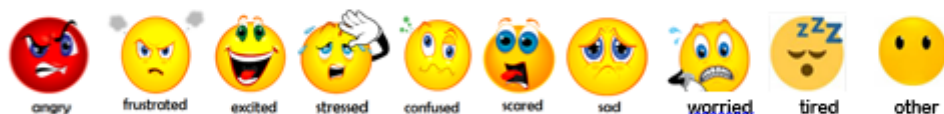
Name of child:

Name of adult:

Date:

What School Super Learning Hero Rule did you not follow?

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



How do you feel?

How do others feel?

Is there anything worrying/bothering you?

What can you do to make things better?

MINI REFLECTION TEMPLATE

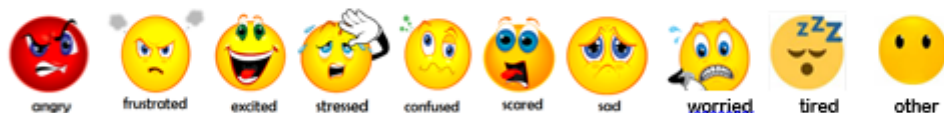
Name of child:

Name of adult:

Date:

What School Super Learning Hero Rule did you not follow?

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



How do you feel?

How do others feel?

Is there anything worrying/bothering you?

What can you do to make things better?

APPENDIX 4

FIRST/SECOND/PHYSICAL ENHANCED REFLECTION TEMPLATE

Name of child:

Name of adult:

Date:

What School Super Learning Rule did you not follow?

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

Discuss with the child:

- the behaviour(s). Is the behaviour the same as that discussed at the mini-reflection or different? If different state how this is different.

.....

- reasons for the behaviour - what has caused the behaviour(s)? What was the trigger?

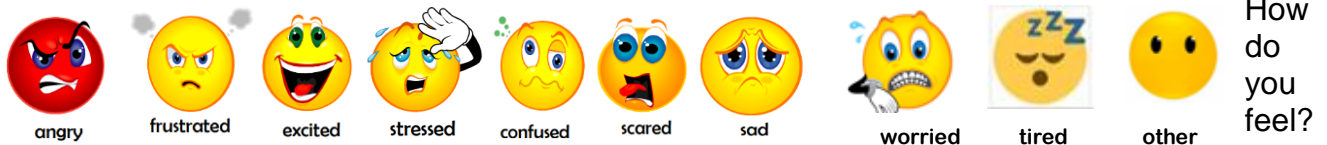
.....

- what strategies have been used to support them in the session?

.....

Ask the child:

What School Super Learning Hero Rule did you not follow?



How do others feel?.....

Is there anything worrying/bothering you?.....

What can you do to make things better?.....

Discuss with the child further strategies to be implemented to support them to manage their behaviour. List below.

APPENDIX 5

[illegible]

APPENDIX 6

[illegible]