



THE  
**CREATIVE  
LEARNING**  
PARTNERSHIP TRUST

**Come as you are and leave as a champion**

**Behaviour For Learning  
Policy**

**Thursfield Primary School**



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### **At Thursfield Primary School, we aim to...**

- ✿ work in partnership with parents and carers to provide a safe, stimulating, healthy and happy learning environment in which children will develop a life-long thirst for learning
- ✿ draw on the support and expertise within the wider community, to help us to promote the highest standards of innovative teaching and learning to enable all children to achieve their potential and become healthy, independent, self-motivated learners
- ✿ focus on learning, through a consistent approach that will raise standards
- ✿ develop skills and understanding that will enable us to communicate successfully in an ever-changing world
- ✿ strengthen links with the local and wider community, showing tolerance and appreciation of one another's differences, whilst learning to be responsible for our own actions
- ✿ develop respect, understanding and a caring attitude towards other people through celebrating success, achievement and support for one another

### **Equal Opportunities**

At Thursfield Primary school, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

### **Inclusion**

We are committed to promoting learning and teaching environment for all that embeds the values of inclusive educational practices.

We aim to ensure, through a child centred approach, that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

### **The Positive Management of Behaviour**

#### **Rationale**

We desire to manage pupil behaviour within all aspects of school based on a shared vision of empowering the whole school community based on respect and a desire to care.

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning.

## **Principles**

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour
- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they become a major problem.
- We reward positive behaviour.
- We involve children in establishing and discussing rules.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to, with the confidence to talk about behavioural issues.
- We make our expectations explicit to the children.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We desire and work towards impeccable conduct before school, during school and after school with children selecting the right choice.
- We recognise the limits of our expertise and welcome the support of outside agencies.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

## **Respecting the Rights of the Child**

At Thursfield Primary School, we recognise the importance of putting the rights of the child at the heart of our planning, practice and ethos. As a school, we teach these rights, modelling them on a continual basis. We have values for our children that we ensure are promoted age appropriate.

## **Parental Involvement**

The relationships established with parents ensure that staff are able to discuss children's behaviour, both positive and inappropriate, on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day and through parent consultations and meetings.

## **Strategies for Positive Behaviour**

At Thursfield Primary School, the use of a positive reward system will ensure the positive and appropriate behaviour of our children, at all times.

## **Appropriate Behaviour in the Classroom is Encouraged by:**

- Making expectations explicit
- Creating individual class charters
- Ensuring that consistent routines are in place for:
  - Entering and leaving the classroom.
  - Tidying up
  - Organisation and storage of resources
  - Holding weekly Circle Times
  - Setting clear boundaries
  - Praising appropriate behaviour
  - Showing respect to children and encouraging them to respect each other and themselves
  - Being fair and consistent
  - Using an appropriate voice at an appropriate time
  - Creating an atmosphere in which all adults and children are valued and respected
  - Having a clear system of rewarding appropriate behaviour
  - Attempting to focus on positive behaviour
  - Displaying school/class/ consequences of inappropriate behaviour in the classroom
  - Making expectations explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings.

Roles and Responsibilities: - Class Teachers or Support Staff

## **Appropriate Behaviour in the Playground is Encouraged by:**

Having clear and consistent routines for:

- Entering and leaving the playground
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Ensuring that all children have equal opportunities to use the different playground areas.
- Adults on duty becoming involved and initiating playground activities
- Playground leaders are used to encourage inclusion of all children
- Roles and responsibilities: all members of staff who do playground duty

## **Appropriate Behaviour at Lunch Time.**

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play.

Roles and Responsibilities: - Supervisory Assistants, Teaching and Support Staff involved in playtime duty and lunchtimes.

## **Appropriate Behaviour Around the School**

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The aim is to promote impeccable conduct at all times from our children. The atmosphere around the school must be happy and purposeful.

## **School Routines**

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within particular boundaries which impact on positive behaviour.

## **Classroom Behaviour**

Children should not be in class without a member of staff

Each class has their own classroom charter on display – to identify classroom behaviour

Weekly circle time sessions are used to review, revisit and implement the principles in the schools' behaviour policy; foci identified in termly/weekly planning. Also weekly class assemblies provide opportunities to discuss and promote positive behaviours.

Classroom rules and expectations are revisited at the beginning of each ½ term and when appropriate. Classrooms and behaviour are dealt with age appropriate yet with still the ethos being developed and pursued.

## **Rewards**

- "Golden Time"
- Visit to the Head Teacher
- Parents informed of good behaviour via the child's planner, text messaging, certificates, stickers, reports.

## **Appropriate behaviour**

At Thursfield Primary School, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children' and reward them for being good.

Every child at Thursfield has the right to learn, free from distractions caused by the behaviour of other children.

## **Whole School Rewards**

Reward systems at Thursfield Primary School are age appropriate. Below are some examples of the reward systems.

Children will collect house points that will be presented on a chart in the classroom. These will be counted and the winning house at the end of the term will receive an award.

## **Individual Reward**

Children are awarded House Points for positive behaviours, trying their best, and to celebrate achievement.

Children will keep their time for Golden time, if they demonstrate behaviour for Learning.

Each week pupils are chosen from each class as stars of the week for recognition of good work/positive behaviour.

All children who remain on green throughout the week as part of the behaviour policy are placed in a prize draw within the classroom to reward consistent good attitudes to behaviour for learning. Over a term, children who remain on green will have a more substantial reward where parents will be invited into school to participate in the reward such as coffee and cake morning.

## **Consequences**

If the School or Classroom rules are not followed, then the following consequences are put into place:

1. Three warnings by the Teacher
2. Time out in class for 3 minutes to reflect on appropriate behaviour or sitting on the thinking chair in Early Years
3. Back to learning- if the behaviour continues
4. Time out in another class – for 5 minutes.
5. Amber card referred to a member of the senior leadership team

If a child demonstrates violence to another child or staff then they are automatically sent to the Head Teacher receiving a red face warning.

If a child's behaviour consistently raises cause for concern, then parents will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. This could include individual behavioural targets, a home/school behaviour diary that details both positive behaviour and causes for concern; support from external agencies such as the Behavioural Support Team.

## **Routines**

### **Whole School**

- \* Doors are opened and children enter school from 8:40 onwards.
- \* Behaviour and impeccable conduct begins from when children arrive on the site.

### **Leaving Classroom for Assembly/P.E**

The teacher chooses a leader (star of the week); children are encouraged and expected to line up quietly. Children are expected to stay in their place in line and walk sensibly and quietly. Children leave the hall quietly and sensibly. Throughout this time all classes accompanied by the school house captains

### **Leaving the Classroom for Playtime/Lunchtime**

Teacher chooses a leader; children line up quietly. Children are expected to stay in their place in line and to walk sensibly, without talking into the playground.

### **Entering the Classroom Playtime/Lunchtime.**

The teacher collects the class at the end of playtimes in Key Stage 1. Children are collected from the playground at the end of lunchtime by their class teacher or teaching assistant. When children enter into the school, they are expected to enter quietly and orderly together. In Key Stage 2 children enter the school without talking.

Teacher oversees children hanging coats up where relevant.

### **Leaving the Classroom at the End of the Day.**

After the final lesson of the day, children and adults should ensure that the classroom is tidy and orderly.

At the end of the school day children should collect their book bags and coats and walk quietly out of school accompanied by the class teacher or teaching assistant.

If a child has not been collected, they should be taken to the office by a member of staff and the member of staff should stay with that child until they are picked up. If they are not collected for a period of time, they will join Parkside Discovery Den and parents will be charged accordingly.

If a child is attending Fun Club then they should wait in the agreed designated area.

### **Wet Playtimes;**

Teachers and TA's take turns to supervise their class during wet play.

### **Fire Drill**

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them.

## **Playground Routines**

### **a) Entering the playground**

- \* Children are expected to walk into the playground.
- \* The teacher will ensure that a designated member of staff is on duty, in the playground before they leave their class.

### **b) Leaving the Playground**

- \* Children should not leave the playground without permission from an adult on duty.
- \* Children are encouraged to use the toilets at playtime rather than during lesson time.
- \* Children must ask the adult on duty for permission to use the toilet.
- \* **Five minutes** before the end of lunchtime all playground equipment is put away.
- \* As the whistle sounds the children stand still to acknowledge that the first whistle has been blown.
- \* A class at a time are sent into school the children walk purposefully.

## **Playground Equipment/Zones**

The playground trolleys and boxes with equipment are used on a daily basis. There is a wide range of equipment. Children in Key stage two are encouraged to use the active and quiet zones to pursue the social and positive play experiences of their choice.

## **Walking around the school**

All children are encouraged to walk quietly around the school. If pupils are inside the building, they must be supervised.

## **School Clubs**

At Thursfield we run a number of clubs before school, during lunchtimes and after school. The clubs are extra-curricular and aimed at supporting children's broader interests. Parental written consent is required before any child can attend the before or after school sessions.

## **Anti-Bullying**

Bullying in any form will not be tolerated at Thursfield Primary School. Bullying is the unwanted behaviour towards another person over a period of time. As a school, we have an Anti-bullying co-ordinator who completes a specific action plan. We have signed up repeatedly to the Anti-bullying pledge and we endeavour to educate the children about what is bullying and what to do if the child feels that they are being bullied. Assemblies are held termly to discuss with the children about how they feel safe and respect to each other. Anti-bullying occurs in school and out of school and in all areas of life including around e-safety.

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School,;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school.

## **E- Safety**

The school promotes the highest standard of behaviour in all areas of school life including around e-safety. Children are expected to follow the e-safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

## **Exclusion**

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Thursfield Primary School we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the exclusion procedures as set out in the Staffordshire Local Authority Guidelines. Every child at Thursfield has the right to learn, free from distractions caused by the behaviour of other children.

Date of introduction: Sep 2016

Review date:

## Appendix 1

Letter issued to parents if child moves to red on the behaviour system

Dear Parents,

I am writing to inform you that today your child has failed to uphold the behaviour expectations that we set at Thursfield Primary School. After repeated warnings and failure to improve their behaviour, it has resulted in your child being moved to the final stage of our behaviour management system.

All children that attend Thursfield school have a right to learn without disruptions from other children, we believe it to be unacceptable that your child has caused a negative impact on others learning opportunities and this has resulted in your child being moved to red, the final stage of our system.

We ask, as a school, that you address this matter at home with your child to ensure they realise the consequences of their actions and choices that they have made today. Please help us to ensure that your child returns to school with a positive attitude tomorrow, ready to fulfil the behaviour expectations that we uphold at Thursfield.

Thank you for your support in this matter.

Yours sincerely

Mrs E Bradbury  
(Headteacher)