

Durham County Council

# THORNHILL PRIMARY SCHOOL



## Behaviour Policy

Date last reviewed: July 2024

Head teacher: Miss. S. Overfield

Chair of Governors: Mr. D. Thompson

Policy to be reviewed annually or as necessary.

# **Thornhill Primary School Behaviour Policy**

## **1. Aims**

### **Thornhill Primary School aims:**

- to enable all pupils to achieve to the best of their ability in a safe, secure, caring and calm school environment;
- to enable all staff to be able to teach to the highest standard in a purposeful atmosphere;
- to promote within the school a sense of community and a shared ethos and purpose which reflect positive moral and social values;
- to develop procedures which promote good behaviour and thus reduce the likelihood of disruptive behaviour, including bullying (reference School Antibullying Policy);
- to promote an emphasis on positive encouragement, to praise and recognise appropriate behaviour.
- to enable all in our school community to achieve success and thereby promote the development of self esteem, self discipline and mutual respect;
- to encourage a sense of collective responsibility amongst staff and pupils and foster a sense of commitment to the whole school;
- to work in partnership with pupils, parents (carers) and the wider community.
- to define what we consider to be unacceptable behaviour, including bullying and discrimination
- to outline our systems of rewards and sanctions.

## **2. Objectives**

- to provide clear guidance to parents (carers), staff and pupils regarding the standards of behaviour expected in school;
- to provide staff with a behaviour management programme that is fair, consistent, manageable and the responsibility of the whole school community;
- to model, recognise, reward and encourage appropriate behaviour;
- to share successes and difficulties with parents (carers)
- to safeguard our pupils. We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this maybe the case, we will follow our child protection and safeguarding policy.

## **3. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special education needs and disability (SEND) code of practice.

## 4. Definitions

**Unacceptable behaviour** is defined as:

- disruption in lessons, corridors and at break and lunchtimes
- non-completion of classwork after appropriate time and support has been given to meet the individual needs of the pupil
- breaking school rules
- breaking class rules
- any form of bullying
- swearing
- sexual violence such as rape, or sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature such as:
  - sexual comments
  - sexual jokes or taunting
  - physical behaviour like interfering with clothes
  - online sexual harassment such as unwanted sexual comments and messages (including on social media) sharing of nude or semi-nude images and / or videos, or sharing of unwanted explicit content.
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items. These are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items

- tobaccos and cigarette papers
- vapes
- fireworks
- pornographic images
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINTION
emotional	being unfriendly, excluding, tormenting
physical	hitting, kicking, pushing, taking another's belongings, any use of violence
prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• racial</li> <li>• faith-based</li> <li>• gendered (sexist)</li> <li>• homophobic / biphobic</li> </ul>	taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> <li>• transphobic</li> <li>• disability-based</li> </ul>	
<ul style="list-style-type: none"> <li>• protected characteristics</li> </ul>	age, disability, gender reassignment, re, religion / belief, sex/ sexual orientation
sexual	explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
direct or indirect verbal	name-calling, sarcasm, spreading rumours, teasing
cyber-bullying	bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Entitlement

**Our pupils have the right:**

- to be educated in a safe, secure, calm and caring environment;
- to be educated in a setting where rules, rewards and consequences are used in a fair and consistent manner;
- to be taught what behaviour is expected and what is unacceptable;
- to have positive models of behaviour recognised, rewarded and encouraged;

- to be shown respect and to have their opinions, rights and responsibilities valued.

**Parents (Carers) are entitled to:**

- be regularly, consistently and actively involve in the social, emotional, moral and educational development of their children;
- share in their child's successes as well as their difficulties;
- early, positive involvement in achieving a constructive solution to any situation involving their child which is causing concern;
- information about the School's Behaviour Policy with clear guidance regarding the standards of behaviour expected in our school;
- appropriate contact with teaching staff. This would initially be a phone call home after school rather than approaching parents afterschool on the yard.

**The school is entitled to:**

- the co-operation of parents (carers) and pupils in completing and adhering to the Home / School Agreement - found in planners
- support from parents (carers) in helping their child to live within our positive system of management of behaviour.

## **6. Outcomes**

Thornhill Primary School will be a safe and secure environment for pupils and staff, where all will thrive and be happy as they achieve their full potential.

We believe that the attitudes and behaviours of pupils are influenced in almost every aspect by the way in which the school is organised and how it relates to the community it serves. The positive ethos, identity and character of our school result from the careful management and involvement of these factors.

## **7. Audience**

We believe it is essential that this policy and the accompanying guidelines and routines are familiar to all the groups operating within our school, including;

- teaching staff, existing, new and supply
- non teaching staff
- pupils
- parents, carers
- students, work experience pupils and volunteer helpers
- governors



## **8. Roles and Responsibilities**

### **8.1. The Governors**

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1)

They will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

### **8.2 The Head teacher**

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **8.3. Staff**

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour and mutual respect
- providing a personalised approach to the specific needs of particular pupils

- recording behaviour incidents using CPOMS

The senior leadership team will support staff in responding to behaviour incidents as required.

## **9. Home School Agreement**

This supports the partnership between home and school and clearly sets out expectations. It can be found in planners.

## **10 Behaviour Management**

### **10.1 Classroom management**

Staff are responsible for setting the example and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the class and school rules prominently
- develop a positive relationship with pupils within a climate of mutual respect, which will include:
  - greeting pupils in the morning
  - establishing clear routines and following them consistently
  - communicating expectations of behaviour in ways other than verbally
  - highlighting and prompting good behaviour
  - concluding the day positively and starting the next day afresh
  - having a plan for dealing with low-level disruption
  - using positive reinforcement
  -

## **10.2 Classroom Organisation**

We aim to lay out teaching areas so that pupils can move around safely without disturbing others, within the confines available.

Routines such as having calming background music on when children enter in the morning, and those for selecting and tidying up equipment e.g. having a marking box, should be clear and well established. These routines provide the pupils with opportunities to take responsibility for equipment, resources, themselves and others.

Staff are aware of potential behaviour 'hot spots' and safety issues, such as entering and leaving the premises, retrieving coats, queuing and moving around the school and so these activities are supervised. Class teachers and support staff take children to the cloakroom and supervise exiting and entering the building. Class teachers escort their class outside at home time and ensure a known adult collects each child to secure safeguarding.

## **10.3 Behaviour Programme**

Staff at Thornhill Primary School have worked together to produce a programme for the management of pupil behaviour. We have endeavoured to design a system of rewards and sanctions that is simple, consistent and of maximum benefit to pupils, staff, parents (carers) governors and all groups that form our school community.

Details of the Behaviour Programme can be found in the accompanying Guidelines section of this policy.

## 10.4 Use of physical restraint

Staff at Thornhill Primary will follow the advice given in the DfE document *Use of Reasonable Force in Schools July 2013* which states;

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Small children can be calmed down by staff folding their arms around them in a gentle way.
- Force can be used to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.
- if a pupil runs from the school premises we will avoid chasing after them for fear of putting the child at further risk, rather staff will return to school and telephone parents

### **10.5 Searching, screening and confiscation**

Staff at Thornhill Primary will follow the advice given in the DfE document *Searching, screening and confiscation February 2014*, which states;

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

knives or weapons  
 alcohol  
 illegal drugs  
 stolen items  
 tobacco, cigarette papers and vapes

### **10.6 Pupil Support**

The policy applies to all pupils in our school and helps pupils to understand, promote and model good behaviour. The consistency of the policy with all groups of pupils ensures that we teach pupils

how to behave in a kind and respectful way and helps us maintain excellent behaviour across the school. It ensures that pupils can make good decisions for themselves regardless of their needs as they move to secondary school and for wider life.

Our consistent approach with the policy helps all pupils, including those with additional needs to feel inclusive and work towards an ethos which promotes and values good behaviour.

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. (The protected characteristics which relate to pupils include; disability, gender reassignment, race, religion or belief, sex and sexual orientation. ) Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. This is at the discretion of the Headteacher, depending on the circumstances.

Our SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teacher, an educational psychologist, medical practitioners and / or others, to identify or support specific needs.

When acute needs are identified in a pupil we will liaise with external agencies and plan support programmes for that child. We will also work with parents and carers to create the plan and review it on a regular basis.

## **11. Severe Incidents of Poor Behaviour**

For those challenging children or situations which are beyond the school behaviour system e.g. fighting and physical abuse, open defiance, swearing and spitting. Staff have walkie talkies which would alert a senior member of staff that support is required. A member of SLT would then go to the class or area and deal with the incident and record it on CPOMS. The parents are informed and this may lead to suspension. This decision is made by the Headteacher. This applies to all pupils within school.

### **11.1 Fighting**

The school operates a Zero Tolerance approach with fighting, which means any involvement in physical altercation, regardless of the circumstances or who initiated the fight can result in a disciplinary action including suspension. This is done to send a clear message that violence will not be tolerated in the school environment and the school has a responsibility to maintain a safe environment for all students and staff.

Pupils in school are given clear messages that fighting in any instance will not be tolerated.

### **11.2. Suspension**

Other behaviour which would lead to suspension would include swearing, stealing, extortion, violence of a vicious kind towards pupils, adults or property, sexual behaviour towards adults or other pupils, racial incidents and vaping on school property. This would be done by the Head Teacher following the LA procedures.

Racial and Bullying Incidents will be reviewed case by case.

### **11.3. Permanent Suspension**

Repetition of the above behaviours in spite of special procedures may result in permanent suspension. This is carried out according to LA procedures.

## **12. Pupils conduct outside the school gates**

Teachers will have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

This could occur when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- Or is in some other way identifiable as a pupil at the school.

Also alternatively if misbehaviour could:

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

## **13. Zero Tolerance approach to sexual harassment and sexual violence**

We will ensure that all incident of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



Our response will be :

- proportionate
- considered
- supportive
- decided on a case by case basis

Our procedures for responding to any allegation or concerns regarding a child's safety or wellbeing are clearly described in our KCSIE Safeguarding Thornhill Primary Policy September 2022

#### **14. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, we will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, we will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated unfounded, false or malicious, we - in collaboration with the local authority designated officer (LADO) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

We will consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **15. Transition**

To ensure smooth transition to the next year, pupils have transition sessions termed, 'move up days' with their next teacher. In addition staff members have transition discussions with the current class teacher where information related to pupil behaviour issues is shared in order to ensure support is maintained in the future.

## **16. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

## **17. Monitoring Arrangements**

This behaviour policy will be reviewed by the head teacher and governing body together with the PSHE led at least annually or as required. At each review, the policy will be approved by the head teacher.



## **Appendix 1 : Written statement of behaviour principles**

- every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of other
- all pupils, staff and visitors are free from any form of discrimination
- staff and volunteers set an excellent example to pupils at all times
- rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- the behaviour policy is understood by all pupils and staff
- exclusions will only be used as a last resort
- all pupils are helped to take responsibility for their actions
- families are informed and involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Thornhill Primary School Rules**

- Take care of each other and keep hands, feet and objects to ourselves.
- Always be on your best behaviour, welcoming visitors to our school.
- Always walk quietly, smartly and safely.
- Take care of our school and keep it tidy.
- Be polite and do as you are asked the first time by an adult.
- Make sure that we keep our school a fair school, where we respect each other.

## **Appendix 3 The Home School Agreement**

### **Together we will:**

- tackle any specific needs
- encourage the children to keep the school's rules
- support children's learning to help them achieve their best

### **School will:**

- encourage children to do their best at all times
- encourage children to take care of their surroundings and others around them
- inform parents of children's progress at regular intervals
- inform parents about what the teachers aim to teach the children each term
- care for the children's safety and happiness
- let parents know about concerns or problems that affect children's work or behaviour
- be open and welcoming and offer opportunities for parents and carers to be involved in school life

### **The family will:**

- make sure child arrives at school on time
- make sure child attends school regularly and provides a note of explanation or a telephone call if child is absent
- attend meetings to discuss child's progress
- when possible attend class assemblies, each term
- support child in homework and other opportunities for home learning
- let the school know about any concerns or problems that might affect their child's work, behaviour, health or well being
- support the school in helping the children follow the rules

**Child will:**

- work hard and always do my best
- keep the school and class rules
- take care of other children and keep my hands and feet to myself
- always be on my best behaviour, especially for visitors and will welcome visitors to our school
- always walk quietly and smartly
- take care of our school and keep it tidy
- be polite and do as I am asked the first time by an adult
- be helpful
- pass on information between home and school

# **GUIDELINES**

At Thornhill Primary School we place great importance upon the school being a safe and happy environment. Staff, children, parents (carers) and governors all work hard together to achieve this.

An emphasis is placed upon self discipline, kindness, courtesy and consideration for others. Children and adults, in an atmosphere of close cooperation, should develop friendship, a responsible attitude, politeness, consideration and respect for others.

The following procedures will enable our behaviour policy to be implemented effectively.

## **CLASSROOM RULES**

Teaching staff need to be specific about the kind of behaviour that is expected and what is not acceptable. Classroom rules should be negotiated by each teacher with their individual class. Once rules have been agreed they should be displayed prominently in the classroom and referred to consistently.

Classroom rules should be stated from the positive and not the negative to give a clear indication of good behaviour. There should not be too many so that children can remember and follow them.

Classroom rules might include for example;

- please put your hand up when you want to speak
- finish your work in the time given



- listen carefully at all times
- sit smartly and sensibly
- push your chair in when you leave your seat
- use kind words and deeds

## **SCHOOL RULES**

School rules are negotiated with the School Council. These are displayed in each classroom and around the school.

Currently these are:

### **At Thornhill Primary School we:**

- Take care of each other and keep hands, feet and objects to ourselves.
- Always be on your best behaviour, welcoming visitors to our school.
- Always walk quietly, smartly and safely.
- Take care of our school and keep it tidy.
- Be polite.
- Do as you are asked the first time by an adult.
- Make sure that we keep our school a fair school, where we respect each other.

# SCHOOL REWARDS AND SANCTIONS

## REWARDS

**Class based system DOJOS** - Each class to use online Dojo points. Here teachers can reward and reinforce good behaviour. Class teachers to set up the allocation of points on their individual class dashboard in order to meet the specific needs of their cohort of pupils.

- Nursey, Reception and Year One, the top three pupils to receive a small weekly prize from the class prize box.
- Year Two, Three, Four, Five and Six, the top three pupils to receive a half termly prize up to the value of £5.

**Golden time** - All pupils need to receive regular praise and encouragement. If pupils hear regular good news about their qualities and strengths they will be able to work more constructively. At Thornhill Primary we aim to give regular rewards to all pupils for sustained positive behaviour and /or to break inappropriate behaviour patterns, so we operate a system of Golden Time. (Golden Day)

Golden Day usually occurs on the last day of every half term. It is a full day of planned fun activities, such as sports circuits, baking sessions, themed art and craft activities, film sessions, specialist workshops, visitors and whole school visits e.g. theatre trips.

Nursery and Reception classes are not part of the Golden time system, however Reception to join in with Golden Days from the Summer term.

## **SANCTIONS**

If the children are not able to keep class and school rules the following sanctions must be used consistently for all pupils, by all staff, in order to ensure that the consequences of poor behaviour are clear to children and fair to all.

Incidents of poor behaviour must be recorded on CPOMS. Lost playtime results in lost Golden time and this is recorded on CPOMS.

<b>Sanctions - depending upon the severity and frequency of the behaviour the following may be applied</b>
verbal warning in class
Lost playtime in small hall Children to complete a suitable task determined by their class teacher. This can include reading a book to support understanding, 1:1 restorative work
Golden Time - if a child has lost playtime they move back on the Golden time chart as outlined.

**Earning Golden Time for Golden Day** - Golden time is awarded for good behaviour. If it is removed there is the chance to still

earn enough golden time with future good behaviour. The record system for golden time is to be completed each week on a Friday. Class record sheets to record Golden Time are to be displayed in each classroom from Year 1 to Year 6.

**Completing Golden Time Record Sheets - Children are awarded a session of Golden time each week. If they miss a playtime they move back a number on the chart as outlined below**

*e.g.*

CHILD	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Child 1	1	0	1	2	3	4	3
Child 2	1	2	3	4	4	4	4

*Child one lost their playtime in week 2 so moved back one number on the chart that week.*

*Once a child gets to 4 sessions, they stay on 4, but if they miss another playtime then they move backwards e.g. Child one missed their playtime in week seven so only has three sessions.*

*Child two did not miss any playtimes over the half term and so has earned full golden time, 4 sessions.*

*Children must earn 4 sessions to have a complete Golden Day. If they have only 3 sessions they miss the first activity, 2 sessions they miss the first 2 activities and so on.*

**If a child is absent on a golden day for which they have lost time this will be carried forward to the next golden day when they will lose the time.**

Further sanctions can be given at the discretion of the Head Teacher in consultation with parents.

We support pupils to try and achieve their Golden Time as best as possible. Where pupils miss Golden Time, we organise the day so they would not miss out the 'special activity' e.g. their session on the bouncy castle.

Golden time is held in a quiet, supportive environment and pupils complete work or they may work 1:1 with an adult to support their understanding around behaviour so that they can make good choices moving forward.

### **EXTRA LEARNING TIME**

Children who fail to complete homework, reading planners and including those with poor spelling and maths fact scores will be given support in the extra learning afternoon playtime session.

#### **Reading Planners**

Planners to be checked each Monday by the class teacher if there are five sessions of reading recorded from the previous week a merit mark is awarded.

On Wednesday if reading sessions are not recorded on Monday and Tuesday and signed by a parent the child will spend one session of extra learning time reading in school.

On Friday if reading sessions are not recorded on Wednesday and Thursday and signed by a parent the child will spend one session of extra learning time reading in school.

These sessions will be recorded in the reading planner as 'independent reading'.

### **Spelling and Maths Fact Scores**

Year Group	Combined incorrect spelling / maths facts	Extra learning time sessions
1 & 2	3	1
	4/5	2
	6/7	3
	8/9	4
	10	5
3 & 4	3	1
	4/5/6	2
	7/8/9	3
	10/11/12	4
	13/14/15	5
5 & 6	3	1
	4/5/6	2
	7/8/9	3
	10/11/12	4
	13/14/15 plus	5

**Exception to above** - if a child is absent for two consecutive days prior to the Monday test, this could impact their spelling and maths fact scores. Therefore where this is the case the score for the following week tests will not count in terms of extra learning time.

The child's score will also not count towards the class total score for that week.

# AWARDS

**Star of the Week** - Each week teachers need to review pupil behaviour and decide on the award of an overall pupil of the week. Once chosen this pupil will receive a certificate in the Friday Celebration Assembly from their teacher.

**Head Teacher Award** - this will be given to one pupil from each class and presented by the head Teacher.

**Academic Performance Certificates:** In KS1 and KS2 children can be awarded merit marks for academic achievement. Individual merit marks enable children to work towards gaining bronze, silver, gold and platinum certificates over a sustained period of time. Children need to achieve 20 merit marks for each level (bronze 20, silver 20, gold 20, platinum 20). These certificates are awarded in the Friday Celebration Assembly.

**General Prizes:** Our pupils receive lots of prizes over the year - from special stickers to class prizes etc.