

# Thongsley Fields Primary and Nursery School

## School Behaviour Policy including Gems for Foundation Stage

### 1. Introduction

“Growing for the future together”

At Thongsley Fields, we believe our school can nurture all individuals in their journey to achieve their full and unique potential.

We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible citizens and lifelong learners.

We are aware that our pupils bring different experiences, interests and strengths, which will influence the way they learn.

We are committed to making our school a place where parents, staff and governors work actively together to ensure children receive a rich, inspiring, dynamic and engaging education aspiring to high standards of achievement in all areas of their life.

The Thongsley Fields values support us working towards this aim.

The School works to instil the following values in all learners:

- Resilience: ‘If at first I don’t succeed I look for other ways to keep doing my best.’
- Respect: ‘I treat all people and all things in a way which makes me feel proud.’
- Aspiration: ‘I aim high, work hard and believe I can do it.’
- Responsibility: ‘I am responsible for my own choices in all I do.’
- Readiness: ‘I make sure I come to school ready to learn in all ways.’

This policy was drawn up to support the needs of the children in our school and with its specific context in mind. It is cohesive and impacts upon all other policies. Our policy is school specific and has been written following consultation with all key staff in school. The children’s views were also sought in the writing of this policy. It is published on our school website and highlighted in our daily teaching.

We believe all children and adults have

- The right to learn without disruption
- The right to feel safe (physically and emotionally)
- The right to respect and dignity
- The teacher has the right to teach

### 2. Aims and Objective

- Acceptance of the child as s/he is now, not as we expect her/him to be later.
- Provide a calm and safe environment in which all children can realise their full potential.
- Respect and be kind and thoughtful toward one another.
- Encourage everyone to realise the importance of rules in school and as responsible citizens
- Teach children to understand that throughout their lives there will be rules that will need to be adhered to.
- Encourage everyone to contribute towards and feel involved in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school with parental cooperation and involvement.

- Encourage independence and self-discipline, and teach children to accept responsibility for their own behaviour.
- Raise the awareness of the importance of behaving well in life and the positive outcomes this can bring.

### **3. Core Principles**

- Good behaviour is the expected 'norm' and is acknowledged where appropriate verbally. We celebrate children who work to the school values and go the extra mile with their work.
- Values and class code, choice (child is responsible), consequence and consistency.
- Separate the behaviour (unacceptable) from the child.
- Use the language of choice
- Keep the focus on primary behaviours (even though secondary ones can be frustrating i.e. smirking)
- Actively build trust and rapport
- Model the behaviour you want to see
- Always follow up on issues that count. Staff ensure that children have agreed that an issue has been dealt with fairly and appropriately. (Is that fair?)
- Work to repair and restore relationships
- Certificates and celebration of work are part of the school behaviour policy

### **4. Staff should:**

- Use praise as the first method of behaviour management (catch them being good)
- Maintain consistent consequences and teach them to the children
- Use the language of choice to teach and emphasise responsibility for behaviour
- Choose their language carefully
- Plan alternatives to confrontation
- Know that it isn't personal!
- Know how to get help when necessary

### **5. Values**

Whole School:

We have developed a whole school set of values. These are what we work to all at times. Staff around school promote these in all that they do.

Purpose of School Values:

- Use the school values to form the basis of daily behaviour management
- Help children take responsibility for their behaviour
- Help create a secure environment where children can learn and be happy.

For this to happen we must:

- Actively teach the values
- Acknowledge and encourage children when they have made a greater effort or got it right e.g. Good choice. Thanks for remembering our keep the classroom tidy, you have shown respect and responsibility for our environment.

## 6. Class Code:

Each class will at the beginning of each year 'negotiate' ground rules. This is a class code. The children with the help of their teacher will decide what rules are needed in the class to make a happy and hardworking classroom. We hope that the code, as far as possible will be positive and not a list of don'ts. Once the code has been agreed each child will be expected to abide by them and they will be displayed in the classroom for the children to see. When a child breaks the code they will be reminded of the agreement that they made.

## 7. Choices:

We must equip the children to become responsible for their own behaviour. Working with the language of choice the children will soon learn that good choices that are helpful to them and socially appropriate are rewarded with smiles etc. Poor choices are followed with an appropriate consequence.

Using the language of choice

- Gives the children confidence by giving them responsibility
- Removes the struggle for power
- Has a positive emphasis

Using the language of choice, we use a three step approach to tackling undesirable or unacceptable behaviour (when there is not an immediate risk of harm). This approach is known and used by all throughout the extended school day.

## 8. Consequences:

**It is vital that the consequence matches the unacceptable behaviour in terms of appropriateness.**

We have at our disposal a number of sanctions that can be applied. It will always be up to the professional discretion of a member of staff to ensure that this is appropriate.

All classes have a consequences chart displayed in their classroom which outlines the consequence, see appendices for details for each phase of the school.

### 1. Reminder

What is / this is what you are doing that is unacceptable, you need to make the right choice and do this.....What choice do you need to make to put it right?

### 2. Warning

We have already spoken about.....unless you make the right choice then..... (warning of consequence)

Children get moved to the relevant part of the warning chart

### 3. Consequence

You have already been reminded about..... I am sorry to see that you have not been able to make the right choice. Because of this... (consequence).

## 9. Consistency:

All staff involved with the children at Thongsley Fields must have knowledge and ownership of the behaviour policy. The moment that a member of staff ignores unwanted behaviour or responds in a way that is not in line with policy, then it is instantly less effective. Consistency is the key to success. If following using appendix, staff are unsure of the consequence for a pupil, advice should be sought from a member of the SLT, prior to discussing with a pupil.

*Parent/carer responsibilities are to:*

- Support the school in the implementation of this policy
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Be aware of the school rules and expectations (Code)

The school, parents and children all sign a Home School Agreement which reflects this policy and the school ethos and values.

School, pupils and parents working together is vital for the success of behaviour.

## **10. Celebration:**

The school values are integral to all school policies. Staff work to instil these values in all learners and the celebration of these is key.

In order to celebrate where children have worked to the school values, each week on Friday there is a celebration assembly. Each class-teacher is able to choose one class member to receive a head teachers award. These head teachers awards are presented to children who have demonstrated that school value that week. This could be a piece of work or behaviour linked to the values that has been demonstrated that week.

Effort and outstanding work is celebrating by "Wow Work". When children have worked hard and produced work that can be celebrated, the children are sent to see the head teacher or assistant head teachers. This work is then photocopied and added to the "Wow Work" wall and then displayed in the "Wow Work" book. Where appropriate this work can also be shared on the school Facebook page or website. The "Wow Work" wall can also be used to celebrate successes that the children have had outside of school e.g. football competitions, swimming certificates etc that children may have bought in. Where "Wow Work" has been celebrated, a small certificate is sent home with the child.

Pen licences are issued when children have made concerted effort to improve their handwriting. These are presented by the Head or Assistant Heads. The children receive a paper licence which goes home, one for the classroom and one for the "Wow Work" wall.

## **11. Nursery:**

The School has modified the core principles of this policy into a simpler version for the youngest children in school and those who have significant difficulties in understanding. We call this approach GEMS

Nursery GEMS  
For positive behaviour management  
Unwanted behaviour

**G**et child's attention  
**E**xplain unwanted behaviour  
**M**odel appropriate behaviour  
**S**how me

Unable to achieve activity / task

**G**et child's attention  
**E**mpathise and encourage  
**M**odel activity or task  
**S**how me

Don't forget to 'catch them being good.'

A calm approach is always the best approach.

All new members of staff receive as part of their induction training on the behaviour policy.

Nursery staff will celebrate their children with the SLT in the same way as the rest of the school. As Nursery do not attend assembly the Head teacher or Assistant Head will present the child with the Head teachers award in the Nursery.

### **Monitoring, Review and Analysis**

The Head teacher reports to the Governing body three times a year. These reports highlight positive aspects of behaviour as well as information regarding racist or homophobic incidents and exclusions.

Agreed and adopted by the Governing Body on 20th September 2016.

Signed by Chair of Governors.....

**Appendix 1:** Behaviour Choices and Consequence examples (*White is classroom/grey is playground*)

<i>Level of Behaviour</i>		<i>Example</i>	<i>Action</i>	<i>Involvement</i>
<i>Reminder</i>	<i>Minor disruption to class learning</i>	<i>Low level disruption e.g. calling out, not focusing on learning</i>	<i>Reminder re: appropriate choice in a way that will best support the child and other learners (e.g. quietly 1:1), removal of distraction. Emphasis on the right choice being achievable. Follow up with praise when back on track.</i>	<i>Class teacher or teaching assistant</i>
	<i>Minor inappropriate playground behaviour</i>	<i>Rough play, reported swearing that can't be substantiated,</i>	<i>Reminder re: behaviour that needs to stop and how this can be achieved (e.g. moving away from someone, stopping playing a certain game). Emphasis on the right choice being achievable. Follow up with praise when possible, e.g. end of break.</i>	<i>Playground staff on duty</i>
<i>Warning</i>	<i>Minor disruption continues.</i>  <i>Excessive reaction to reminder re: choices.</i>	<i>As above but continued or continued following a break (within the same lesson).</i>  <i>Answering back, questioning or swearing.</i>	<i>Repeat reminder as above. Add the consequence that will be issued if the right choice is not made.</i>	<i>Class teacher or teaching assistant</i>

	<p><i>Minor inappropriate playground behaviour continues.</i></p> <p><i>Excessive reaction to reminder re: choices.</i></p>	<p><i>As above but continued or continued following a break (Within the same break time).</i></p> <p><i>Answering back, questioning or swearing.</i></p>	<p><i>Repeat reminder as above. Add the consequence that will be issued if the right choice is not made.</i></p>	<p><i>Playground staff on duty</i></p>
<p><i>Consequence</i></p>	<p><i>Behaviour shown in the warning is continued or escalated.</i></p> <p><i>*High level behaviour that means reminder and warning stage need to be by passed. (physical, homophobic, racist, extremes of verbal abuse)</i></p>	<p><i>As above but continued or escalated despite reminder and warnings.</i></p> <p><i>Behaviour that is extreme in its verbal abuse or physical nature.</i></p>	<p><i>Action:</i></p> <p><i>Consequence to fit behaviour, this may be finishing work in own time with class teacher, losing time wasted from social time or time out from class (class teacher management)</i></p> <p><i>High level behaviour or repeated low level behaviour will involve SLT who will agree consequence with the class teacher. This may include completing work outside of the classroom before returning.</i></p>	<p><i>Class teacher and SLT as appropriate.</i></p> <p><i>If sent to SLT parent will be alerted.</i></p> <p><i>Follow up may also include; Phase leader involvement, home school book, school behaviour ta involvement, daily behaviour log to Head or Ass Head, pastoral support plan, advice from external agencies where appropriate.</i></p>

	<p><i>Behaviour shown in the warning is continued or escalated.</i></p> <p><i>Non compliance.</i></p> <p><i>*High level behaviour that means reminder and warning stage need to be by passed. (physical, homophobic, racist, extremes of verbal abuse)</i></p>	<p><i>As above but continued or escalated despite reminder and warnings.</i></p> <p><i>Refusal to respond to adult looking to resolve or address an issue.</i></p> <p><i>Behaviour that is extreme in its verbal abuse or physical nature.</i></p>	<p><i>Action:</i></p> <p><i>Consequence to fit behaviour, this may include time out on the playground or standing with an adult as appropriate (5mins FS/KS1, 10mins KS2).</i></p> <p><i>High level behaviour or repeated low level behaviour will involve SLT who will agree consequence with adult on duty. This may include red days in KS2, internal or external exclusion. (Red days managed by SLT)</i></p>	<p><i>Adult on duty and SLT as appropriate.</i></p> <p><i>Red day will result in parent being alerted.</i></p> <p><i>Follow up may also include; Phase leader involvement, home school book, school behaviour ta involvement, daily behaviour log to Head or Ass Head, pastoral support plan, ladder to social time, advice from external agencies where appropriate.</i></p>
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**Red day = break and lunch missed**

### Consequence Escalation within a lesson

	Foundation Stage	Key Stage One	Key Stage Two
1.	Time out in classroom	Time out in classroom	Time out in parallel class
2.	Time out in parallel class (verbal and note home to parent)	Time out in parallel class (verbal and note home to parent)	Time out with phase leader (note home to parent)
3.	Time out with SLT/Head/Assistant Heads	Time out with SLT/Head/Assistant Heads	Time out with Head/Assistant Heads

### Consequence Escalation within a break or lunchtime

	<b>Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
1.	5 minutes at the wall or with an adult	5 minutes at the wall or with an adult	10 minutes at the wall
2.	2 <sup>nd</sup> 5 minutes at the wall or with an adult	2 <sup>nd</sup> 5 minutes at the wall or with an adult	2 <sup>nd</sup> 10 minutes at the wall
3.	Remainder of lunch or break with SLT member on duty in red day room.  Note to go home	Remainder of lunch or break with SLT member on duty in red day room  Note to go home	Remainder of lunch or break with SLT member on duty in red day room  Note to go h0me

## **Appendix 2**

### **Supporting thoughts and explanation:**

#### **Building a Positive Social Climate**

#### **Separate the inappropriate behaviour from the child**

- Make the behaviour unacceptable, not the child
- Make the behaviour wrong allows for changing to better behaviour
- Linking poor behaviour to a child's identity or personality inhibits positive change
- Linking good behaviour to a child's identity builds self esteem
- Ensure as the adult, you maintain control (consider your tone of voice key to this)

#### **Keep the focus on primary behaviours**

- Primary behaviours occur first and are generally what trigger a response from the adult
- Secondary behaviours (verbal and non-verbal) are used to make the child feel better or a nervous response
- Reacting to secondary behaviours makes things worse and escalate more quickly
- Keeping the focus on primary behaviours emphasises choice and responsibility

#### **Actively build trust and rapport**

- Some children have a deficit of trust when it come to adults
- Positive relationships are at the heart of everything you do
- Rapport involves entering the children's world and understanding their specific context
- Establishing rapport supports the notion of professional nurture
- Celebrate positive behaviour wherever and whenever you can
- People achieve far more when they are confident and trusting
- Having trust and confidence encourages you to take considered risks

#### **Model the behaviour that you want to see**

- To a child you are the model of legitimate behaviour within the school gates
- Resolving conflict calmly is one of the most important behaviours to model
- Calmness, predictability and certainty are key skills to model
- Tone of voice is key to staying in control
- Being a good listener and giving a right of reply is a powerful skill

#### **Always follow up on issues that count**

- Always follow up on children's choice with the consequences
- Following up shows that you care and that what you say is important
- Be positive about the future behaviour when following up
- Keep the focus on the behaviour not the personality
- Give the child ownership by asking if a consequence is fair when rectifying a problem

#### **Work to repair and restore relationships**

- Catching them being good afterwards allows them a way back
- Remember that children may still be stressed or resentful
- Be prepared to allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will suffer.

## **Creating the learning climate by building positive relationships**

### **Actively Build Rapport**

The process of getting to know people involves social interaction that may not directly pertain to the taught curriculum. Sharing of and showing an interest and an understanding of the child's world is essential. It happens in simple ways through learning names, greeting children in the corridor for example.

### **Catch them being good**

Build upon assets and strengths; recognise effort and improvement; focus on assets, contributions and appreciations; acknowledge the deed rather than the doer, one of the keys to teaching and learning, giving feedback and encouragement for doing things well is crucial. Thanking children after following instructions after an activity is a powerful way of helping them make better choices about their behaviour. Always let them know what your comment is for "well done that group I see everyone sitting up, arms folded and looking at me." Because it tells them specifically what behaviours they can repeat to gain further appreciation.

We will encourage the children step by step for their efforts and for little improvements, the effort, the contributions and acknowledge the effect and the difficulty in what a child does by making personal statements:

'I like..... I appreciate...'

Showing confidence in the child's ability

Focusing on the difficulties of the task the child has done.

Noticing improvement and effort.

Keeping a lookout for contributions.

Emphasising the good effects of what the child did.

### **Use the language of choice**

As it gives feedback to children about the choices they are making, letting them know whether they are good or bad choices.

'Susie the instruction is two at a table. I'd like you to choose to do that now- thanks'

'Sian, if you choose not to finish your work now, you'll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.'

'I like the colours you've used, Lee. Great choice!'

### **Encouragements and Incentives**

Social encouragement: giving your attention to the child, making eye contact, a smile, a thumbs up, a pat on the back, celebration of achievement and success.

### **Whole school strategies to creating a positive learning and thinking climate**

As part of their PSHE, RE, collective worship and through the opportunities of the curriculum children will be encouraged to take responsibility for their own behaviour and to gain an understanding and tolerance of the needs of others.

## **Appendix 3**

### **The role of the Behaviour Support TA:**

### **The Behaviour Support TA's role is to;**

Behaviour Policy reviewed Sept 2016 next review Sept 2018

- \*Minimise disruption to teaching and learning.
- \*Minimise disruption to smooth running of the school.
- \*Communicate and discuss actions with class teachers in situations involving non-compliance (e.g. a child has left the classroom) and escalate as necessary.
- \*Ensure consequences are consistent and fair in line with the school behaviour policy (and in liaison with class teachers and SLT as appropriate).
- \*Support class teachers in completing daily logs and sharing with SLT as required for the individual child.
- \*Facilitate the completion of any work missed due to time out of class (in a pupils own time) and ensure that the primary aim is to be in class completing work in the given time frame.
- \*Any other support that may be needed by class teachers or members of the senior leadership team to ensure smooth running of the school is not compromised.
- \*Collate information relating to disruptive behaviour (including daily logs) in the school behaviour file to help consider where behaviour is becoming a concern and may need outside intervention (e.g. specialist teaching team support)