



THURLSTONE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

RATIONALE

At Thurlstone Primary School we believe that a safe effective environment for working and living depends on all individuals accepting responsibility for positive self-discipline. Learning how to do this is not only essential for responsible citizenship, but also fundamental to the education of children as we prepare them for their adult place in a society free of bullying, racism and social intolerance. At Thurlstone we seek to support this element of each child's development, by means of:

- ✿ a shared value system for us to 'live', guiding our choices and decisions in all that we do:
 - Responsibility
 - Commitment
 - Respect
 - Care
 - Equality
 - Integrity
 - Honesty
- ✿ the development and maintenance of a positive, supportive ethos throughout the school in which everyone feels valued
- ✿ structured, progressive programmes of study in Personal Social Development for all pupils
- ✿ the development of personal and interpersonal skills through a range of cross-curricular collaborative and contextualised learning experiences enabling children to take increasing responsibility for their own behaviour choices.

AIMS

It is the aim of this school to foster the development of positive behaviour and attitudes in pupils, towards themselves and all others, enabling them to become effective self-regulating citizens of their school community, and, in the long term, of the adult world.

This policy statement outlines the practice to be adopted by staff in this support of pupils. It should be noted that this policy is open to adaptation as appropriate to meet the needs of individual pupils.

PRACTICE

All members of staff and parents serve as role models to our children, living the shared values routinely. This is a key responsibility, as it is the most powerful teaching tool of all. Modelling the shared values will permeate the delivery of both the hidden and formal curriculum, not only in each classroom, but also in the playground and throughout all areas of the school generally.

Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves.

CELEBRATION OF ACHIEVEMENT

Dojo Points

All pupils will be rewarded spontaneously for positive behaviour and attitudes by means of the allocation of points on Class Dojo. Any member of staff can award points. Teachers will reward pupils for earning Dojo points as appropriate.

GOLDEN TIME

To encourage and reinforce the importance of positive behaviour and attitudes Golden Time will be awarded weekly for good behaviour. Golden Time will be offered each Friday for 30 minutes for all pupils, and will allow pupils to follow an enjoyable and unique activity of their own choice, under the guidance of staff members.

SPECIAL MENTIONS ASSEMBLY

Each Friday children's achievements are celebrated in a special assembly to which pupil's parents are invited. Children can receive praise and recognition for a wide range of achievements; both academic and social. Class teachers have a special mentions book and chosen pupils are entered in it along with details of their achievement. Children who receive a Special Mention will be allowed a treat from the headteacher's treasure chest.

YOUNG CARERS

In the Special Mentions assembly caring pupils are also praised for their conduct. One child is nominated from the school each week and is invited to sit in the 'throne' to receive their praise. Again parents are invited to attend in order to share the experience.

GOOD TO BE GREEN

The school uses a visual traffic light system to monitor pupil behaviour. The scheme is called Good to be Green.

A card chart is displayed in each classroom; all children start the day on a green card. If a child exhibits, what the school deems to be, undesirable behaviour they are given a verbal warning. If the child continues to exhibit undesirable behaviour they will then be issued with a yellow 'warning' card and a text message will be sent to parents informing them of this. The child will also have 5 minutes of their Golden Time deducted.

If the child still continues to exhibit undesirable behaviour, or there is a single serious incident of poor behaviour, then the child may be issued with a red card, the consequence of this will be the loss of their Golden Time.

If a red card is issued, parents will also receive a text message.

Parents are welcome to get in touch with school to enquire about the circumstances which led to the issuing of the red card.

The loss of Golden Time will be recorded on a class record sheet, if all Golden Time is lost, pupils will have the chance to earn back time by demonstrating more positive behaviour.

Where pupils do not earn back time, they will be excluded from Golden Time and asked to sit at the side until the penalty time has passed. In this way, it is hoped that children experience a further opportunity to be motivated to preserve their Golden Time by following codes of conduct agreed in school and class.

Where pupils engage in inappropriate behaviour, which is either so frequent as to delete in excess of the week's Golden Time or more serious than the loss of Golden Time, then a further sanction will be issued as agreed between the class teacher and head teacher. This sanction will then be communicated to parents by means of a phone call and/or through a face to face meeting.

It is hoped that in this way pupils will be encouraged to conduct themselves at all times in a considerate and appropriate manner. However, should there be persistent inappropriate behaviour resulting in a total of three sanctions imposed by the class teacher or occasions of serious indiscipline, then the following strategies should be adopted:

1. Where the involvement of the parents fails, and the behaviour persists, endangering the order of the school and/or the education or safety of the pupils, then the child may be temporarily excluded internally or externally.
2. However, should any incident of indiscipline be of a serious nature then the above procedures may be waived in favour of immediate involvement of parents.
3. Very serious incidents, including assault on a staff member, may lead immediately to the exclusion processes.
4. The exclusion of pupils will always be as a last resort and the decision will never be taken lightly.

While it is hoped that all pupils will value and respect one another, and recognise the benefits of positive behaviour and attitudes, it is important too that a contingency to deal with inappropriate behaviour is in place, and administered consistently and reasonably by staff. Such sanctions must be applied to the behaviour, not the person, and must be calmly implemented. Sanctions must never be applied on impulse or emotionally.

Pupils who experience consistent challenge the shared values, may be considered for a Personal Behaviour Diary to better support this aspect of their personal and social development. Individual staff should discuss any need to adapt the policy with the headteacher.

The school recognises that for some pupils this approach/policy may not be suitable (for example in the case of children with Special Educational Needs and/or Disabilities) and may need to be adapted accordingly, or an alternative bespoke approach implemented in consultation and agreement with parents.

Approved by Governors:

Chair of Governors.....date.....