



## Thurlstone Primary School

### Behaviour Management Policy

Thurlstone Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour management approach stems from the teachings of Paul Dix (teacher, leader and teacher trainer), whose consistent and kind approach to managing children’s behaviour reflects the ethos and belief of Thurlstone Primary School. Many of our staff are Thrive trained and as a result the Thrive Approach underpins our whole school ethos. It is an approach which is based on a deep understanding of how life experiences and vulnerabilities can impact the choices we make and our reactions to stress. We are passionate about ensuring that all children are treated with compassion, understanding and fairness, and guided and supported by empathetic adults who model and teach children how to make positive choices.

*‘Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish’. Paul Dix - When the Adult Change, Everything Changes. independentthinkingpress.com*

‘The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. It is through this that we aim to achieve our vision of a world in which children’s social and emotional needs are better understood and met’. <https://www.thriveapproach.com/>

At Thurlstone Primary School we have three simple rules to adhere to: **‘Be Ready, Respectful and Safe.’**

<b>READY</b>	We are <b>READY</b> to listen, <b>READY</b> to learn. We are <b>READY</b> for new challenges. We show each other how we are <b>READY</b> every day.
<b>RESPECTFUL</b>	We are <b>RESPECTFUL</b> to everyone we meet in school. We use kind words and welcome everyone. We listen to other’s opinions and share ours in a safe way. We <b>respect</b> our school, nature and our environment.
<b>SAFE</b>	We are <b>SAFE</b> and keep each other <b>SAFE</b> . We have kind hands, feet and words. We think about where we are and make smart choices with our actions.

**At Thurlstone Primary School we aim to:**

- ✿ Provide a safe, comfortable and caring environment where optimum learning takes place
- ✿ Provide clear guidance for children, staff and parents about expected levels of behaviour
- ✿ Use a consistent, clear and calm approach
- ✿ Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- ✿ Ensure all adults use consistent language to promote positive behaviour
- ✿ Use restorative approaches instead of punishments.

**Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- ✿ Make it clear that there's no such thing as a bad child
- ✿ Encourage children to recognise that they can and should make 'good' choices
- ✿ Recognise individual behavioural norms and respond appropriately
- ✿ Promote self-esteem, self-discipline, empathy, compassion and tolerance.
- ✿ Teach appropriate behaviour through positive intervention.

**The Head teacher and The Senior Leadership Team will:**

- ✿ Be a visible and positive presence around the school
- ✿ Regularly celebrate children whose efforts go over and above expectations
- ✿ Model and encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- ✿ Ensure staff training needs are identified and met
- ✿ Use behaviour tracking records to target and assess interventions
- ✿ Support teachers in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour will:**

- ✿ Know their children well and develop positive relationships with all children across school
- ✿ Deliberately and persistently catch children doing the right thing and praise them in front of others
- ✿ Relentlessly work to build mutual respect
- ✿ Remain calm and keep their emotion for when it is most appreciated by children
- ✿ Demonstrate unconditional care and compassion
- ✿ Praise children in public, but remind or deal with behaviour concerns in private.

**Our children want adults to:**

- ✿ Have a sense of humour
- ✿ Make us feel safe and secure
- ✿ Be kind and caring
- ✿ Be fair and listen
- ✿ Communicate the school rules clearly
- ✿ Help us remember our good points
- ✿ Teach us to and help us to make better choices

**Keeping Approaches Simple for All**

OUR SCHOOL RULES	VISIBLE DAILY CONSISTENCES	OVER AND ABOVE RECOGNITION
<b>BE READY</b>	1. Daily meet and greet	1. Aspiration Board in each class
<b>BE RESPECTFUL</b>	2. Persistently catching children doing the right thing and praising them publicly	2. Special Mentions
	3. Consistently praise children who go above and beyond	3. Rewards (such as stickers)
	4. Consistently noticing and dealing with children who are failing to meet behaviour expectations	4. Messages home to parents and carers – Above and Beyond notes/wristbands
<b>BE SAFE</b>	5. Praise in public and remind in private	5. Verbal praise from all adults
	6. Consistent use of language which builds trust and a feeling of security for children	6. Showing work to other adults in school
		7. Rewards and recognition from the Head teacher and Deputy head

**Sanctions:**

Sanctions should:




- ✿ Make it clear that unacceptable behaviour affects others and is taken seriously
- ✿ Not apply to a whole group for the activities of individuals.
- ✿ Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

**BEHAVIOUR PATHWAYS**

Demonstrating a clear escalation process is important. It is a big part of ensuring consistency and certainty for the child.

**PATHWAYS:**

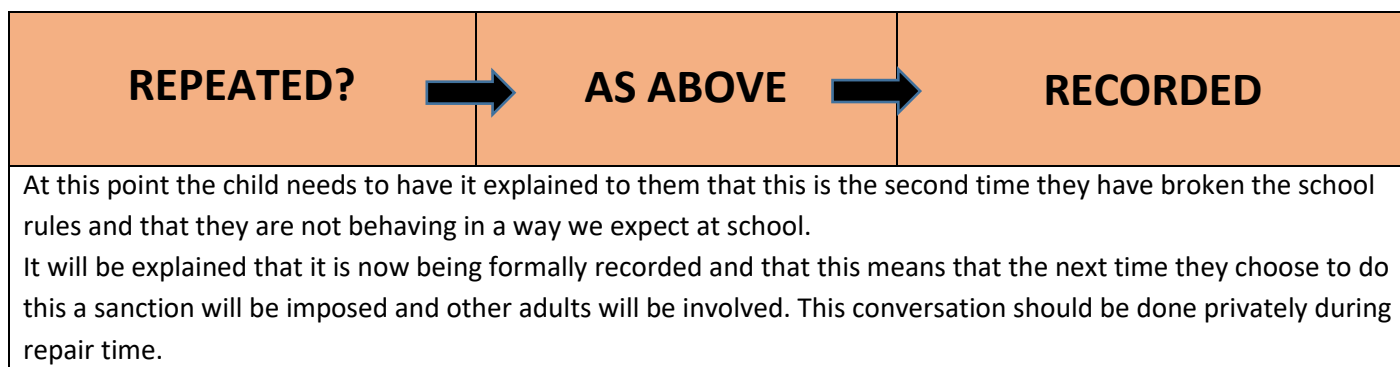
**GREEN PATHWAY:**

<b>REMINDER</b>	<p><i>I noticed you chose to ..... (noticed behaviour)</i>  <i>This is a REMINDER that we need to be (Ready, Respectful, Safe)</i>  <i>You now have the chance to make a better choice. Thank you for listening.</i></p> <p><i>Example - 'I notice that you're running down the corridor. You are breaking our school rule of being safe. Please walk. Thank you.'</i></p>
 <b>WARNING</b>	<p><i>I noticed you chose to ..... (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc .....)</i> (learner's name),  <i>Do you remember when ..... (model of previous good behaviour)?</i>  <i>That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation.</i></p> <p><i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you continue to do break this rule, your consequence will be.... Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</i></p>
 <b>CONSEQUENCE</b>	<p><i>I noticed you chose to ..... (noticed behaviour)</i>  <i>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</i>  <i>Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes</i></p> <p><i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have already been reminded twice, as a consequence you will ..... I will come and speak to you in two minutes. Thank you.'</i></p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child</b></p>
 <b>REPAIR</b>	<p>This is a teaching and learning opportunity for children, so questions such as these should be used:  <i>What happened?</i>  <i>What were you feeling at the time?</i>  <i>What have you felt since?</i>  <i>How did this make people feel?</i>  <i>Who has been affected? What should we do to put things right? How can we do things differently?</i></p>

It's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

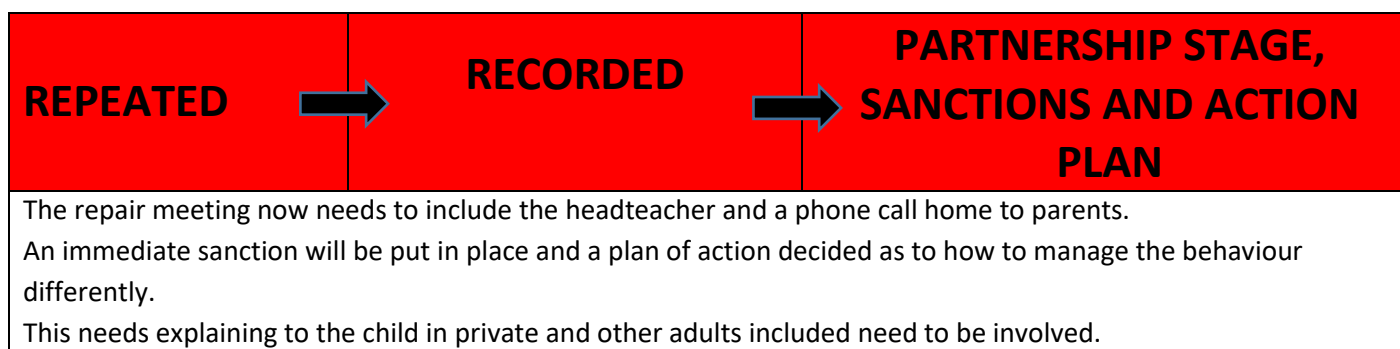
If this negative behaviour is repeated, despite reminders and conversations about the three school rules, the child moves to the ORANGE PATHWAY:

**The ORANGE PATHWAY:**



If this is repeated further, the child moves to the RED PATHWAY.

**THE RED PATHWAY**



Once a child's behaviour reaches the ORANGE PATHWAY this will be recorded.

The type of behaviour exhibited will be recorded and tracked so that patterns in types of behaviour for individuals and for the school as a whole can be examined.

For children with Special educational needs and disabilities, or other vulnerabilities, this system may be adapted to meet their needs.

**Any and all incidents involving racial, homophobic and repeated bullying will be recorded immediately and moved to the RED PATHWAY with sanctions and action plans being implemented as appropriate.**