



## **Behaviour Policy**

<b>Policy Scope:</b>	<b>Thames View Primary School</b>
<b>Responsibility:</b>	<b>Local Academy Board</b>
<b>Last Review Date:</b>	<b>September 2024</b>
<b>Review Frequency:</b>	<b>Every Two Years</b>
<b>Next Review date:</b>	<b>September 2026</b>

## Mission Statement

At Thames View Primary School, staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become lifelong and responsible learners.

We promote our values of the 3 R's, Respect, Responsibility and Resilience in all that we do. We aspire for our children to make a positive contribution in a constantly changing world.

*At Thames View School, we believe that both staff and children have the right to teach and be taught in a safe, calm environment, including lunchtimes. We have high expectations of our children. We do not tolerate bullying as we want the children to be happy in our learning environment. Children are happy when they have clear guidelines, know and understand appropriate behaviour, and are learning how to do things. We expect our children to learn how to read and write, how to play together, how to discover, how to make things, and last but not least, how to behave well towards each other and all members of the school community.*

## Principles

- A positive ethos, positive relationships and good teaching are the key to good behaviour for the majority of children.
- All adults must make an effort to get to know and respect the children as individuals.
- All adults must be aware that they are role models and should model positive and appropriate relationships and ways of interacting with others.
- All adults must create a culture of mutual respect amongst pupils, irrespective of protected characteristics, adopting 'Zero Tolerance' to Peer on Peer Abuse.
- All staff should build positive behaviour management strategies into their teaching and support, so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- The emphasis should always be on 'catching pupils being good' in order to raise self-esteem and their personal expectations – so rewards and praise should always outweigh sanctions (consequences). Our aim is that children reach the point where they control their own behaviour and make the 'right' choices, seeking intrinsic rewards such as pride in their work, the pleasure of playing well and the joy of helping someone else.
- We teach children good behaviour, explaining and showing them what we want. We praise them for doing it and we don't assume they know what it looks like.
- We give children a voice through their School Council class representative on how to improve behaviour in the school.
- Children need clear boundaries, fairly, objectively and consistently applied; they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a certain sanction.
- The school values and classroom rules need to be discussed with the children at the beginning of the academic year and clearly displayed.
- The behaviour should always be separated from the child: eg: 'I like you but I do not like your behaviour because .....' Children need constant, patient reminders of the consequences of their behaviours, phrased in a positive manner reinforcing what choice you want the child to make eg, 'Do the right thing; walk away from trouble'.
- We may be presented with tricky behaviour and not what we expect at Thames View, but children **must not** be labelled or spoken to as 'naughty' under any circumstance.

- Children should be given the opportunity to explain their behaviour but this should not excuse them; no matter how well behaved they normally are, the consequences still apply.
- Some children have muddled perceptions of other’s intentions and events – they need help unpicking these and making more objective interpretations e.g. being bumped may be an accident, not a deliberate attack. Some children have difficulty showing empathy and need help understanding how the other child feels.
- Consequences need to be kept in proportion to the original misbehaviour and not allowed to spiral because of the child’s subsequent response. Consequences should be applied consistently. We involve the pupil in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours although we may refer to their behaviours anonymously, to make a general point or reminder about what is acceptable and expected and what is not.
- Assemblies and PSHE should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness, respect and consideration, as an important part of moral education.
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Wellbeing Co-ordinator for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and consequences/sanctions.
- Our expectations should be clearly understood by all staff, children and parents – we should be seeking constructive and understanding relationships with parents from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues from the earliest stage.
- We have a Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl, who are positive role models and support our Play Leaders in setting a good example to the other children in the school.

At Thames View, we work in partnership with parents to encourage children to develop as fully as possible, in order to grow socially, personally and academically.

We believe that good behaviour needs to be carefully developed. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This guide is about how we aim to do this, including what we mean by good behaviour, how we encourage good behaviour in our school, and how we discourage inappropriate behaviour.

### **The 3 R’s we wish to promote**

To ensure the pupils at Thames View Primary achieve the expected high standard of behaviour, we follow the 3R’s. The rules are displayed prominently all around the school. The rules are discussed and explained in assemblies each term. The 3R’s are based on our wellbeing initiative and our school wellbeing dogs, whose names begin with the letter R, Rolo, Ruby and Rocky. The 3 R’s of behaviour are related to the 3Rs of the names, so they are easy to recall for the children. Three rules are a manageable amount for children of different ages to recall, starting in Nursery to year 6.

<b>Thames View 3R’s</b>
<ul style="list-style-type: none"> <li>• Respect- to respect staff and peers, to act in a respectful manner and to be polite at all times.</li> <li>• Responsibility- to try your best with work and take responsibility for your own behaviour and learning.</li> <li>• Resilience- to never give up and to seek help when we find things difficult.</li> </ul>

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

## HOW WE ENCOURAGE GOOD SOCIAL BEHAVIOUR

We believe that good behaviour should be recognised through the award of privileges and rewards. Such rewards and privileges may include:

- Stickers
- Positive comments - the value of praise, oral or written, cannot be overemphasised. It is important to make clear the reason for praise rather than just saying "Good", "Well done". Praise must be seen to be deserved.
- Star of the Week, Star Writer and Star Reader certificates are awarded in Celebration Assemblies
- In class rewards such as: marbles in a jar, star pupil awards, Secret Students, Table of the Week or stickers will be set up, according to the needs of the class
- Time with the wellbeing dogs i.e. reading a book to them or taking them for a walk.
- House Points for KS2 - There are four houses in the school:  
**Rowling-yellow      Walliams-blue      Donaldson-green      Dahl-red**  
House points can be given by any adult to any child in the school. They are given for good behaviour as well as good work. Each week these points are collected from each class and the overall results for the week are read out and displayed in the hall at Celebration Assembly each week. We have House Captains who represent their houses for the year.
- Generally one house point will be awarded. Two may be given if something is extra special. Three house points may be given for an exceptional piece of work or for truly outstanding behaviour.
- Table winners are awarded in KS1
- Tidy classrooms also include those who have been most Eco aware and points given for such things as recycling and turning off lights when not required.
- Special class rewards could include: special treats such as a few extra minutes play time, and sharing good behaviour in assemblies.
- Thames View 3R's are displayed in all classrooms and halls.
- A blue paw card for exceptional behaviour or work, which leads to time with the wellbeing dogs.
- Thames View School has a Home-School agreement and this will be signed by the parent, pupil and school every academic year.

In extreme circumstances, it may be necessary, for the ultimate safety of staff and children within the class/school, to use physical restraint to exit a child, should this occur parents will be informed. This should only be used as a last resort and in conjunction with the positive handling policy/use of reasonable force guidance. (See The Howard Academy Trust (THAT) Positive Handling Policy).

Parents and appropriate agencies will be contacted to discuss ways of helping the child to improve his/her behaviour and then devise an 'individual behaviour programme' which will help the child to learn appropriate social behaviour in school. (This will always be done in consultation with parents).

Whilst there should always be more examples of praise than negative comments there will be occasions when behaviour is not acceptable. It is important that consequences/sanctions are applied fairly and consistently and the child understands that it is the behaviour that is objected to, not the child.

## Behaviour modification system

We use **two** distinct behaviour modification systems running concurrently; one is a reward system to encourage **positive behaviour** which rewards children being on task, good behaviour and completion of the task. The other is

a system of consequences/sanctions to deter those from continuing to exhibit **negative behaviour**. Although the two systems do interweave at points they each have clear structures of their own.

### **Rewards for positive behaviour**

We wish to raise the self-esteem of all children and teach them to understand that all behaviour has consequences – either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable points system to reward those children who adhere to the 3Rs.

The class that has the highest percentage for attendance the previous week will also be rewarded with milk and cookies on a Friday.

Each class will be part of the fun day at the end of the academic year. This is to recognise each child who have been well-behaved consistently.

### **Consequences for negative behaviour**

Children who demonstrate negative behaviour will be dealt with using the Paw Patrol behaviour system. Low level misbehaviour will be dealt with by the class teacher or teaching assistant as per usual classroom management, such children will be given a verbal warning. Should the negative behaviour continue the consequences will move to a yellow warning paw card.

Children continuing to exhibit negative behaviour may go on to receive a red paw card. This means there will be a sanction of missed playtime, a parent phone call home or a conversation with a member of SLT. Behaviour may be progressive – gradually building up to the higher levels, or may immediately be of a higher level, to earn an immediate red without a yellow.

Senior leadership would be informed of red card behaviour. If an incident puts a child, their peers or staff at risk then this may result in immediate exclusion. An exclusion can only be issued by the Head of School.

Children with behavioural difficulties find it hard to understand that they have choices and therefore they are choosing to behave badly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of what behaviour resulted in what consequences.

In order for this system to work effectively, precise records need to be kept so that we are able to reward good behaviour and inform parents of inappropriate behaviour. Behaviour will be recorded on CPOM's, with parents being informed of red behaviour.

### **Other procedures**

A calm beginning sets the day off to a good start. Parents are responsible for their children before school – pupils should not be left unsupervised in the playground. Parents are not allowed into the building via pupils' entrances.

### **Assemblies**

An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Year 6 pupils to set up the hall well in time.
- Teachers/adults will bring the children in quietly, seat them and maintain quiet but positive attention for good behaviour.

- Whenever possible, assemblies will start and finish promptly.
- Although staff are responsible for their own class we should take a corporate approach and help maintain the behaviour of any children located near to them.
- A properly supported quiet entrance and exit, one line at a time.
- Children who behaved inappropriately in assembly taken aside and spoken to quietly and an appropriate level of consequence applied, if needed.

### **Corridor and lunchtime behaviour**

We need to apply the same principles, consistently to any corridor and lunchtime behaviour. All adults should be promoting good behaviour. Class teachers should be talking to children about behaviour expectations before children go out and re-affirming them when children come back in. They should be supporting the midday meals supervisors in following lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.

Children will only be allowed in at lunchtime to help a teacher **if the teacher is present.**

Teachers should be prompt in collecting their classes from the playground at the agreed times.

### **Positive Behaviour Management**

There are many ways we can promote good behaviour e.g. through:

- Good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for being off task).
- Interesting lessons which engage the pupils and give them a sense of success.
- The teacher circulating to keep children on-task and maintain contact (eye, voice, proximity).
- Good classroom organisation and management – well-organised equipment, well-laid out to allow movement and for the teacher to see everyone.
- Clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out).
- Creating a classroom climate where children feel listened to, valued and fairly treated.

All teachers have their preferred techniques for managing behaviour. The following techniques may be effective when dealing with most mildly disruptive behaviour, but remember different strategies will work for different children and different contexts.

1. Phrase what the desired behaviour is in a positive manner- eg. I need you to be sitting down in your chairs, hands in lap, looking this way (3 short instructions always best) and then praise for doing it.
2. Tactical ignoring – you choose what you respond to, when and how.
3. Redirection / re-focusing on the task – “Tell me what you should be doing?”
4. Rule reminder – “All four feet on the floor” (for those who lean back on chairs).
5. Name, direction, “Thank you”.
6. Choice then direction – you can complete your work now or at break.
7. Consequence then choice – if you repeat that again you will move to a yellow card.
8. Broken record – keep calmly repeating your request.
9. When/then – “When you have put your pen down, then I will come and see you”.
10. Use agreed gestures – hands up or flat to indicate quiet.
11. Congruence – make sure your facial expression and voice tone matches what you are saying – it is no good smiling when you disapprove.

12. Giving three warnings (maybe holding up sad face) – no discussion, ignore reaction, then apply consequence.

Afterwards, take child aside (away from audience), ask them what they were doing wrong, what they should be doing and therefore what they will do next time.

**Racist incidents** – The perpetrator should have an appropriate level sanction applied. The incident must be recorded on CPOMS and the HT alerted. Parents will be contacted and incidents will be recorded in the Anti-Racism log.

**Bullying incidents** - The perpetrator should have an appropriate level sanction applied. The incident must be recorded on CPOMS and the HT alerted. Parents will be contacted and incidents will be recorded in the Anti-Bullying log. **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	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Transphobic bullying	Behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. Not all transgender (trans) young people experience transphobic bullying and not all transphobic bullying is directed at trans young people. The behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. Not all transgender (trans) young people experience transphobic bullying and not all transphobic bullying is directed at trans young people
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

If bullying is suspected, it is important to investigate it fully. It is important to clarify if it is bullying or a ‘one off incident’. We do not condone any incidents where children are hurt in any way, but the term bullying is very emotive and sometimes not justified when the incidents have been fully investigated. It is important to respond as early as possible if a parent or carer has raised concerns but also to respond immediately if a child has shared their concerns.

Investigate it fully, recording all information, taking the accounts of 'witnesses' where possible. Then ask the alleged bully for their account of the events.

Even if you do not agree that it is bullying any outcomes need to be shared with the 'victim's' parents/carers as quickly as possible. If it is not bullying the appropriate actions need to be taken as per the school's behaviour policy.

If you agree that it is bullying, then it needs to be shared with the Head of School.

Meetings will then be organised with the parents/carers of the 'victim' and the bully or bullies. Within the meeting the evidence needs to be shared along with the school's response. They will also be put in writing in the form of a letter which will remain in the child's file.

Meetings will also be set up with the bully and the victim if appropriate. The school uses restorative justice approach and this is incredibly empowering for the victim. They will be able to share their thoughts in a controlled environment and hear the other side as well as having a say in the sanctions that should be imposed. It is important to remember that bullying can be very destructive to a person's self-esteem so careful consideration has to be given to how these meetings are structured.

It is essential that all staff monitor and support the bully so that they do not repeat this behaviour. It may be necessary for the Wellbeing Coach to do some individual or group work with the child to help support them. Parental/carer involvement will be highly important in this process. If the child does choose to continue with bullying behaviour it may be necessary to instigate a Pastoral Support Plan. In the most extreme cases where pupils persistently carry out bullying behaviour despite all the above then the school will exclude either on a fixed term or permanent basis.

#### **Exclusion - (Please see separate Exclusions Policy for further detail)**

We use exclusion as a part of a positive approach to behaviour management setting a firm and non-negotiable boundary for unacceptable behaviours. If a child demonstrates aggressive or dangerous behaviour, they are immediately sent to the Wellbeing Co-ordinator who will investigate the incident and will then refer it to the Heads of School if necessary. This could result in an immediate fixed-term exclusion. The behaviours include: such as:

- persistent refusal to comply with the classroom rules and school rules
- an unprovoked violent attack on a pupil resulting in injury
- physical attack on an adult
- persistent bullying, racism, sexism or harassment (which causes significant distress)
- very dangerous or irresponsible behaviour (e.g. on a school trip)
- bringing an offensive weapon into school
- bringing drugs or drugs paraphernalia into school
- major theft or vandalism
- leaving the site without consent (away from the immediate boundaries)

There is the possibility that at any behaviour consequence that results in a red card, may result in an internal or external exclusion. If poor behaviour continues, then a one-day fixed term exclusion, will be considered. Subsequent exclusion will increase incrementally. Red behaviours could lead to an immediate fixed term exclusion, generally of 1 day, but longer if appropriate. When excluding a child, the Medway LA guidelines are followed.

Only the Head of School can exclude a child. The parents will be telephoned by a member of the SLT and a letter sent. The parents will be given a meeting with the Head Teacher.

Permanent exclusion will be considered in the following cases:

- In response to persistent breaches of the school's behaviour policy.



- Allowing the child to remain in school would seriously harm the education and welfare of the pupil, other children and staff.
- A one off extremely serious incident, such as assaulting a member of staff.

Before the pupil is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward, to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. This is known as a re-integration meeting.

The parents should accompany the child on their return to school (or make an appointment to see the Head of School if work commitments make this difficult) to discuss a joint way forward.

### **Children causing serious concern**

The above approaches, consistently applied, will ensure good behaviour of the majority of pupils but a small minority will exhibit social, emotional or behavioural difficulties which require a more intensive approach. These children should be referred to the SENCO, so they can have a more detailed assessment made of their difficulties and an Individual Support Programme (ESP) drawn up.

Children with significant difficulties, which may or may not be related to mental health or child protection issues, can also be referred to:

- Listening Ear at Thames View
- the LA and other organisations offering support in Medway
- the school educational psychology services
- CAMHS – NHS child mental health service

Children at risk of repeated or permanent exclusion should be referred to the SENCO who will arrange a multi-disciplinary meeting with School Support Group (SSG) and parents so that a joint approach can be agreed and implemented.

### **Monitoring and Evaluation**

The success of this policy will be monitored and evaluated through

- Informal observations before school, break times, lunchtimes and assemblies
- Lesson observations
- Analysis of playground logs, timeout, target referral, racist and other incident reports and exclusions
- Analysis of PPP assessments
- Progress towards behaviour targets in ESPs

Any concerns staff have should be shared - as they arise - to enable us to deal with them promptly. The use of the Paw Patrol Call system should be used in all cases of emergency when staff need immediate assistance. The Wellbeing Co-ordinator or a member of staff from the Senior Leadership will assist the member of staff requiring support.

### **Policy statement on Equality and Community Cohesion**

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender

- Their gender identity (they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

(Equality Act 2010)

This policy is written in line with legislation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

### **Legislative links**

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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).