

THORPE HALL

SCHOOL

Behaviour Policy

The Headteacher will ensure that structures and procedures embedded in the operation of the daily life of the school prevent poor behaviour (including bullying) and promote good behaviour.

For the Early Years Foundation Stage policy see below.

Guiding principles: (to be read out at the first assembly each year by the Head Boy and Head Girl)

- ✓ Everyone who studies, works and teaches at Thorpe Hall School should be **considerate, generous** and **respectful** towards each other.

- ✓ Everyone has an equal right:
 - to learn and succeed
 - to feel safe and secure
 - to be free from threats, intimidation and physical or verbal abuse.

- ✓ Everyone needs to take responsibility for their own actions.

Sanctions (Upper School)

The school's aim is always to keep rules and sanctions to a minimum. As a general rule staff always warn a child before giving a Behaviour Point, making it clear:

- Why the pupil's behaviour is not acceptable
- How the pupil needs to behave instead
- What will happen if behaviour is not adjusted

Behaviour Points.

Behaviour points are given at the discretion of teachers. There are three types of Behaviour Point:

- A 'B0 (zero)' is essentially a warning. This behaviour point will be recorded and appear on the School's database but will not necessarily accumulate towards a detention or any other action.
- A 'B1 (one)' reflects the teacher's need to record and log the poor behaviour and allow that recording to accumulate towards further intervention if needed.
- A 'B2 (two)' reflects a severe warning and the award of a B2 will have been brought to the attention of a Head of Year or Deputy Head.
- A 'B3 (three)' which will reflect the need to sanction a pupil directly with a Friday afternoon Head/Deputy Detention.

Behaviour Points are recorded on the School's database which is reviewed each week by Heads of Year and Deputy Heads. If the number of behaviour points gets high enough then further sanctions, such as detentions, behaviour reviews and report cards will be put in place.

Detentions

- 1 Head/Deputy's Detention for accumulated Behaviour Points or a specific instance of poor behaviour, or for a single instance of especially poor behaviour.
- 2 Subject 'Catch Up Time'
 - Lunch or Break time – normally to catch up on work not completed in a lesson owing to slow progress etc. or incomplete or not handed in homework.

Sanctions (Lower School)

Poor behaviour in the Lower School is dealt with by class teachers and the Head of Lower School. Seriously poor behaviour is rare and sanctions include missing playtime and loss of other privileges.

All detentions and letters home are filed with pupils' records.

Suspension and permanent exclusion

Where a pupil's behaviour is unacceptably poor or where low level misbehaviour has accumulated into a situation where warnings have been given in writing to parents and pupil the Head may decide to suspend a child from school for an appropriate period – usually between 1 and 5 days.

Where appropriate the school may decide to place a child in isolation for a day or more. Isolation means that a child will be required to work on their own, under supervision, and be removed from the playground at Break and Lunchtime. The precise nature of the isolation sanction is subject to change and variation.

In extreme cases of misbehaviour, a pupil may be permanently excluded from school. In such cases the pupil will be suspended by the Head pending confirmation from the Chair of Governors (or other named governor) that the pupil can be excluded.

Suspensions and permanent exclusions are recorded in the Serious Misbehaviour File and on the pupil record.

Corporal Punishment

The school does not use corporal punishment under any circumstances.

Physical intervention

Staff do not handle children unless there are specific reasons to do so. If a child or children are in immediate danger of harm and the teacher is in a position to intervene physically to prevent this harm, then the teacher will do so. Physical intervention is used as a last resort and is kept to a minimum. Any teacher having to resort to physical intervention informs her/his line manager of the incident at the earliest opportunity and the incident is recorded in writing.

Rewards Policy

A separate Rewards Policy for EYFS is available on request.

The School advocates a strong emphasis on praise and reward

Rewards:

In addition to the personal satisfaction which results from a job well done, pupils who demonstrate excellence in terms of achievement and/or effort in any area of School life will be acknowledged as appropriate through:

- 1 Being verbally praised during lessons when trying to the best of their ability and/or attaining high standards.
- 2 Having their achievement recognised and recorded in their marked work, subject assessments, reports, Records of Achievement and references.
- 3 Having their best quality work placed on display.
- 4 Receiving awards at the Annual Presentation ceremony.
- 5 Being awarded House Points for appropriate achievement and effort.
- 6 Being awarded Certificates for gaining above a specified number of House Points
- 7 Being selected for positions of trust and responsibility.
- 8 Recognising 100% attendance both by year.

House Point System

Points may be awarded for (dependent upon teacher's assessment of age and ability of pupil)

Achievement
Effort
Behaviour
Courtesy, Conduct and Character (worth 5 House Points)

The Points Scheme

There are three merit certificates available, which can be awarded to individuals on the following basis:

Overall Points:	25	Bronze Certificate
	50	Silver Certificate
	75	Gold Certificate
	100+	Headteacher's Award

House Reward

Certificates/Awards are normally presented by the Headteacher at Whole School assemblies.

The House Shield is presented at the end of each year for the house with the most points. At the end of each year, the house with the most house points is rewarded.

Behaviour and Discipline Policy - EYFS

This policy represents the agreed principles for behaviour and discipline throughout the Nursery and Reception. All Nursery and Reception staff representing Thorpe Hall School have agreed this policy.

Aims and expectations

It is the primary aim of Thorpe Hall School that every member of the Nursery and Reception feels **valued and respected**, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Nursery and Reception's behaviour policy is therefore designed to support the way in which all members of the Nursery and Reception can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

At Thorpe Hall School we believe that children and adults flourish best in an ordered environment without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem, where their respect for others to ensure everyone knows what is expected of them and children are free to develop their learning in an atmosphere of mutual respect and encouragement. **Cheryl Bertschi** is the named practitioner responsible for behaviour management issues in the Nursery and **Gemma Markham** in Reception.

In order to achieve this at Thorpe Hall School:

- Appropriate methods are implemented to manage children's behaviour including distraction, praise and reward and excellent nursery- home links.
- Children are given 3 opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing they are given a period of 'Calm down' with an adult. The parents would be informed about the inappropriate behaviour at the end of the session.
- All adults caring for children in Thorpe Hall School will ensure that the ideas of the Nursery and Reception are applied consistently, so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.
- In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. This should be explained to parents at the end of the session.
- All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. The Nursery and Reception expects every member of their community to behave in a considerate way towards others.
- In any case of misbehaviour, it will always be made clear to the child or children in question it is that the behaviour and not the child that is unwelcome.
- Adults in the Nursery and Reception will praise and endorse desirable behaviour such as kindness and willingness to share. The nursery uses reward stickers for good/kind behaviour.
- Adults will not raise their voice in a threatening way. As a team we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Adults in the Nursery school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

When children behave in unacceptable ways:

Any problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong and possibly remove them from the situation. If a child is displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the Nursery and Reception environment, he or she will be told 3 times that this action is inappropriate and then removed from the situation as stated previously.

We always encourage children to say they are sorry. Children will never be sent out of the room or left unattended in any situation.

Recurring problems will be tackled by staff, in partnership with children and parents using objective observations to establish an understanding of the cause.

Techniques intended to single out and humiliate individual children such as a 'naughty chair' will not be used.

Adults will be aware that some kinds of behaviour may arise from a special need; to support this, practitioners may implement an individual education plan (IEP), and they will be given one to one support and work together to resolve behaviour issues.

Parents and carers will be told at the end of the session if their child has hurt another child or it has been necessary to have a 'calm down' time.

Children will be constantly reassured that they are always valued as individuals even if their behaviour maybe unacceptable. We work together to solve any problems.

Physical punishment such as smacking or shaking will never be used nor threatened.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Nursery and Reception community.

Thorpe Hall School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The role of parents

The Nursery and Reception collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.

Monitoring and review

The Nursery and Reception staff will monitor the effectiveness of this policy on a regular basis and report to the management team on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Nursery and Reception keep a record concerning individual incidents of misbehaviour for key children. The nursery staff record minor incidents. The staff record those incidents in their 'Behaviour record book' file when a child is showing repetitive signs of bad behaviour. This is then shared daily at the end of the session with the child's parents.

This policy will be reviewed annually by the Governing Body.