

Thriplow C of E Primary School

Behaviour Policy – updated January 2023

1. Our Vision and Values

‘We aim to “shine our light before others”. We aspire to be a school filled with love, demonstrating God’s love by clothing ourselves with kindness and striving for excellence. Everyone is encouraged to make a difference in their own lives, their families and the communities we serve’.

As part of the Diocese of Ely Multi-Academy Trust, we also hold the trust values: -

- Love
- Community
- Trust
- Ambition
- Respect

2. Our aims

We aim to ensure that: -

- Children have their physical needs met
- There is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community.
- There is a supportive and friendly atmosphere in enable children to acquire a set of moral values such as honesty, sincerity, trust, mutual respect and tolerance of other religions, race and points of view.
- We recognise that each child is an individual and that we should encourage them to develop their self-esteem, confidence and true feeling of self-worth enabling the development of independence in work and decision-making.
- We provide clear expectations of behaviour to which everyone can aspire.
- Children are able to relate behaviour to choices.
- The children learn to take responsibility for the consequences of their actions.
- We separate the child from the behaviour so that they understand it is the behaviour which needs changing.
- The home-school-child (appendix 1) agreement is used to formalise a series of expectations of responsibilities for behaviour, to be agreed by the parents, teachers and child.
- There is an understanding that we all have rights, rules and responsibilities.
- Children are provided with stimulation, challenge and opportunities to use diverse talents.
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3. Routines and Expectations

Routines and school rules and expectations will be explicitly taught, modelled and practised with all children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from **all** staff at **all** times.

3.1 Classroom Expectations

We aim to provide a rich and balanced curriculum through quality teaching and varied learning experiences. The planning of such experiences will minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with the school policy.

Pupils are expected to adhere to a number of classroom expectations, which include: -

- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Raising hand before contributing to class discussions, unless instructed differently
- Looking after equipment
- Not fiddling with things on tables – empty hands or ‘hands like a basket’ when listening to an adult
- No swinging on chairs
- Appropriate posture
- No wandering around the room unless instructed
- Facing the adult who is talking to you
- Sitting calmly on the carpet
- No talking unless instructed
- Asking an adult before going to the toilet (going to the toilet immediately after playtime is not allowed – medical needs exempt).

3.2 Playground Expectations

At Thriplow School we recognise that playtime is an important time for the wellbeing of children. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. Year 6 play leaders offer daily opportunities for play for younger children.

Pupils are expected to adhere to several playground expectations, which include: -

- Playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Putting litter in the bin provided
- Freezing on the first bell, walking sensibly to the line on second bell
- No playing games which involve grabbing or overly physical behaviour
- No leaving coats around – to be put away if taken off

3.3 Dining Hall Expectations

At Thriplow School, we recognise the nutritional, social and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtime.

Pupils are expected to adhere to a number of expectations when they are eating lunch in the dining hall, which include: -

- Lining up sensibly and talking at a moderate volume
- Following instructions given by an adult – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables.
- Using good table manners when they're eating: using a knife and fork.
- Only touching their own food
- Tidying up after themselves
- Staying in seats unless instructed
- Going to the toilet before coming into the lunch hall to avoid needing to go out during lunch
- Facing forwards at the tables

3.4 Corridor Expectations

Children are expected to move around the school calmly and quietly. Adults are expected to model this to children.

Expectations for walking in the corridor include: -

- Smiling at people as you pass!
- Only using one hand on the rail as you go up the stairs
- Walking quietly (silently if it is during lesson time)
- Stand aside for an adult

3.5 Assembly Expectations

Assembly/Collective Worship time provides an opportunity to reinforce the ethos, values and vision of Thriplow School. The school community typically gathers as a whole 4 times a week and in Key Stages once a week.

Pupils are expected to adhere to a number of assembly expectations, which include: -

- Not talking at any point, from the moment they enter the hall until they leave the hall (unless instructed)
- Sitting still and keeping hands to themselves
- Showing respect and reverence during worship and prayer
- Joining in with singing
- Celebrating the success of others through appropriate applause
- Not making inappropriate eye contact with others
- Facing forwards
- Not going to the toilet

3.6 School trip/Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations when they are off-site which include: -

- Showing respect and good manners to members of the public, teaching staff, parents, volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Using quiet voices to speak with their partner – particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling on a bus or coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Telling an adult if they are feeling unwell

3.7 Uniform Expectations

See Appendix 4

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4. Roles and Responsibilities

It remains the overall responsibility of the Headteacher and the senior leadership team to ensure that high standards of discipline are maintained on a daily basis. However, we recognise the responsibility of every person – adult and child - in promoting and maintaining high standards of behaviour at all times.

4.1 The Headteacher and Senior Leadership Team will: -

- Nurture the health, safety and welfare of all staff and children
- Lead by example in the implementation of the behaviour policy, reinforcing the need for consistency throughout the school.
- Monitor that the behaviour policy is being implemented consistently throughout the school
- Report to governors regarding the effectiveness of the behaviour policy
- Be a positive role model
- Praise and encourage positive behaviour
- Support staff in dealing with disruptive or dangerous pupil behaviour (see Appendix 2)
- To investigate and action significant behaviour incidents, updating CPOMS
- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour
- Review the behaviour policy on an annual basis

4.2 All teaching staff will: -

- Explicitly teach the rules and routines to the children
- Make sure they are always present to supervise children in the classroom/playground
- Be positive role models – using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs

- Be proactive and use a range of strategies which limit the possibilities for children to lose focus or misbehave
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Celebrate children's success through selecting weekly certificate winners (I Shone My Light)
- Use the consequence chart consistently to address difficult, disruptive and dangerous behaviour
- Work closely with lunchtime supervisors to promote good behaviour over lunchtime
- Work in partnership with SLT/SENDSCO to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all significant behaviour incidents using CPOMS and inform a member of SLT.
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

4.3 All lunchtime supervisors will: -

- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Use children's names when addressing them
- Think positively and identify good behaviour
- Insist the children line up quickly and quietly and follow the bell rules at the end of lunchtime
- Communicate behavioural successes and concerns with the child's class teacher
- Use the consequence chart consistently to address difficult, disruptive and dangerous behaviour
- Report all dangerous behaviour to a member of SLT and record this as a significant behaviour incident on CPOMS

4.4 Children will: -

- Follow the school rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept consequences and be willing to be reflective, with a view to making good choices in the future
- Pupils in Year 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. The Year 6 roles are considered to be reflective of the positive attitudes and standard to which all pupils should aspire.

4.5 Parents will: -

- Support the school's behaviour policy
- Work in close partnership with the school, discussing problems that may arise, as soon as possible with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend parents' consultations
- Discuss the school rules, routines and expectations with their child, emphasising their support of them and assisting when possible with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place.
- Remember that all staff approach behavioural incidents patiently and positively

5. Staff Code of Conduct

The Staff Code of Conduct has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members.

6. Classifying Behaviour

Poor behaviour can be classified into three main categories: Difficult, Disruptive and Dangerous

	Examples of behaviour	Staff members responsible for feedback
Difficult Behaviour	<ul style="list-style-type: none"> • Lack of attention or focus • Not trying with work • Fiddling • Not following instructions (First time, every time) • Talking at an inappropriate time • Calling out • Being impolite • Running in the corridor 	Class teachers, teaching assistants, midday supervisors
Disruptive Behaviour	Persistent Difficult Behaviour <ul style="list-style-type: none"> • Taking other people's things • Refusal to complete task set • Kicking, throwing objects, hitting out (not directly at a person) • Damaging school property • Dishonesty • Saying unkind words 	Class teachers, teaching assistants, midday supervisors, SLT
Dangerous Behaviour	Persistent Disruptive Behaviour <ul style="list-style-type: none"> • Spitting • Targeted hitting, punching, pinching or kicking • Throwing objects at a person • Running out of class/away in public areas • Racist, homophobic, sexist or other prejudicial language • Swearing 	Headteacher

7. Rewarding Good behaviour

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Thriplow will seek to encourage and reward positive behaviour, good work or demonstration of DEMAT values by: -

- Positive feedback to individuals or groups
- Stickers
- Letters or phone calls home to parents
- Use of house points
- Being sent to SLT to show work and...
- Being awarded a Headteacher Award
- In-class reward systems e.g. cumulative class rewards (marbles, pasta etc)
- Teacher awards/treats
- 'I Shone my Light' certificates

8. Consequences

Every consequence will be based on the level of risk to the child and others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback to be delivered in a calm and professional manner
- Feedback should include why the behaviour was unacceptable, and what improvements the teacher/TA/MDS requires from the child
- Sanctions should be proportionate to the behaviour

Tiered consequences allow teaching staff and midday supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children, a reminder and warning is enough to encourage them to do this. However, at times, when children may be exhibiting a range of difficult and disruptive behaviours, it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit sanctions when children lose focus or engage in difficult behaviour.

	Reminder	Warning	Consequence
Difficult Behaviour	Staff member will explain the behaviour expected	Staff member will remind child of what is expected and possible outline the consequence	5 minutes playtime lost <i>If behaviour continues after consequence, move to 'disruptive'.</i>
Disruptive Behaviour		Staff member will remind child of what is expected and possibly outline the consequence	Options include: - <ul style="list-style-type: none"> • Extended playtime lost • Restorative processes – making amends for disrupting others

			<ul style="list-style-type: none"> • Contacting parents <p><i>Disruptive behaviour will be recorded on CPOMS</i></p>
Dangerous Behaviour			<p>Options include: -</p> <ul style="list-style-type: none"> • Extended playtime lost • Restorative processes • Removal from class • Contacting parents • Meeting between parents/SLT • External exclusion <p><i>Dangerous behaviour will be recorded on CPOMS</i></p>

Each day is a new day, where the child is given fresh opportunities and chances.

9. Restorative Conversations

Once a child has received a consequence, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness.

Restorative feedback may involve the following questions being asked:

- What happened?
- Which school rule was broken?
- What were you thinking at the time?
- How were you feeling at the time?
- What do you think now?
- How do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

A PACE approach could be used here (using elements of Playfulness, Acceptance, Curiosity and Empathy)/

10. Additional support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The SLT and SENDCO will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour Plan (Appendix 3) for the pupil if challenging behaviour persists.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan review it on a regular basis.

11. Bullying

Bullying is defined as the repetitive harming of one person by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our anti-bullying policy.

12. Monitoring Arrangements

All staff record disruptive or dangerous incidents of misbehaviour on CPOMS. The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the SLT.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.



Home-School-Child Agreement

The School will:

- Encourage children to do their best at all times.
- Encourage children to take care of others around them.
- Provide a creative and engaging curriculum, including homework activities where appropriate, to meet the learning needs of each child.
- Communicate with parents about the children's progress at regular meetings.
- Communicate with parents about what the teachers aim to teach each term.
- Provide a safe and nurturing environment, which fosters the Christian ethos of the school.
- Foster children's self-esteem, to enable them to rise to challenges and to persevere when times are tough.

Headteacher's signature.....

The Parents will:

- Make sure the children are ready to start school at 9am, wearing school clothing and appropriate footwear.
- Make sure the children attend regularly and telephone or email early on the day of absence.
- Attend parents' evenings to discuss children's progress.
- Support the school's policy and guidelines for behaviour.
- Encourage the children with their homework and any other opportunities for home learning.
- Whenever possible, communicate with the Class Teacher in the first instance if they have a concern.
- Ensure that whenever possible, routine medical and dental appointments take place out of school hours.

Parent's signature.....

The Children will:

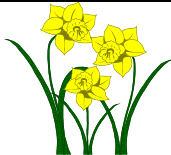
- Work diligently and always try their hardest.
- Be friendly, considerate, honest and polite.
- Respect the equipment and the building.
- Move calmly around the school.
- Use appropriate voices and language.
- Speak with an adult in school as soon as possible about any worries.
- Be helpful and kind, remembering that we belong to a Christian school family.

Child's signature.....

Together we will:

- Work in partnership to achieve the above.

	Difficult	Disruptive	Dangerous
EXAMPLES	Lack of attention or focus Not following instructions Fiddling Not making eye contact Talking in assembly Being impolite Calling out	Taking other people's things Saying unkind words Continuous 'difficult' behaviour	Swearing Violent or aggressive behaviour Physical hurting of pupils or staff Racist, sexist or homophobic behaviour Continuous 'disruptive' behaviour
Reminder	Staff member will explain the behaviour expected		
Warning	Staff member will remind child of what is expected and possibly outline the consequence	Staff member will remind child of what is expected and possibly outline the consequence	
Consequence (Must be recorded on CPOMS if disruptive or dangerous or significantly out of character)	5 minutes playtime lost If behaviour continues after consequence, move to 'Disruptive'. Return to beginning next day.	Options include: <ul style="list-style-type: none"> - Extended playtime lost - Restorative processes – make amends for disrupting others - SLT to talk to child - Contacting parents 	Options include: <ul style="list-style-type: none"> - Playtime lost - Restorative processes? - Removal from class - Contacting parents - Meeting with parents and SLT - External exclusion <p>Will always include a follow-up with the pupil the next morning.</p>

Individual Behaviour Plan			
Child's name	Date of plan	Review Date	
Behaviour to reduce	Possible Triggers for Behaviour		
Prevention Staff will:	If an incident occurs Staff will:		
If an incident occurs The child will:	Parents views/comments:		

APPENDIX 4 – Uniform Expectations

Expectations for uniform at Thriplow Primary School: *This document has been compiled in consultation with staff, children and parents.*

Everyday school uniform

Years 1-5:

- Yellow polo-shirt. Preferably embroidered with the school logo but this is not essential.
- Black or grey shorts/trousers/pinafore or skirt.
- Royal blue sweatshirt/cardigan/fleece. Preferably embroidered with the school logo but this not essential.
- Black school shoes/black trainers (please no obvious logos). No boots.
- Children are free to wear their own choice of socks, tights or leggings with their shorts/trousers/pinafore or skirt.
- Summer: Blue or yellow gingham dresses may be worn.

Year 6:

- White polo-shirt or shirt.
- Black or grey shorts/trousers/pinafore or skirt.
- Dark green sweatshirt/cardigan/fleece. Preferably embroidered with the school logo but this not essential.
- Black school shoes/black trainers (please no obvious logos). No boots.
- Children are free to wear their own choice of socks, tights or leggings with their shorts/trousers/pinafore or skirt.
- Summer: Dark green gingham dresses may be worn.

Reception:

- Yellow polo-shirt. Preferably embroidered with the school logo but this is not essential.
- Blue jogging bottoms.
- Royal blue sweatshirt/cardigan/fleece. Preferably embroidered with the school logo but this not essential.
- Black school shoes/ black trainers (please no obvious logos). No boots. Please no laces (velcro preferred)
- Black Indoor shoes (these could be plimsolls) to stay in school.
- Children are free to wear their own choice of socks with their jogging bottoms.
- Summer: Blue or black shorts may be worn.

Important things to note (for all):

- Long hair must be tied back and off the face – this applies to both boys and girls.
- Jewellery is limited to stud earrings, watches (no smart watches) and any jewellery worn for religious reasons.
- No nail varnish
- No visible tattoos
- No distracting hair accessories.
- No make-up.

P.E. Kit

All children:

- House coloured t-shirt. These are available with house name and school logo from the uniform shop. A plain coloured t-shirt in your child's house colour is acceptable.
- Blue (royal blue or navy) or black plain shorts and jogging bottoms. No logos please.
- School sweatshirt/cardigan/fleece.
- Trainers (preferably dark-coloured). Please no obvious logos.
- Jewellery must be removed for P.E. If earrings cannot be removed, please provide micropore tape for your child to cover them.

Wildspace

Children in Reception and Year 1 have weekly sessions in the Wildspace. Below is guidance for what children need to wear. This varies depending on the weather.

Sunny/warm weather

- Waterproof trousers **OR** bib and brace overalls (preferable)
- Sun hat

Colder weather

- 'All in one' waterproof suit **OR** 'bib and brace overalls and jacket (preferable)

Very cold weather

The items above need to be padded out with fleecy tops/leggings/thermals etc.