

BEHAVIOUR POLICY

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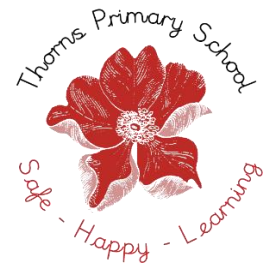
Related documents: Child Protection Policy, KCSIE 2023, PSHE Policy, SEND/Inclusion Policy, House Points Policy

Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments.

Every child is safe, happy and learning because every adult is caring, happy in their work and skilled.

We value:

working **T**ogether
happiness
achieve with**o**ut limits
fairness and equality
kindness
safety and **s**ecurity



Our aim is for every child to:

- feel safe and secure at all times, and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

Our commitment is to provide every child with:

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the 'powers' for lifelong learning and success.

Aims and Objectives

1.1 Our school's vision is for all children to be safe, happy and learning. Every member of the school community should feel valued and respected, and each person treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We have an expectation of good behaviour in our school. The school's behaviour policy is therefore designed to support a system in which all members of the school can live and work together in a supportive way.

1.2 This policy supports the school community in its aim to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this Behaviour Policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to be positive, responsible and increasingly independent members of the school community.

1.6 The school rewards 'over and above' behaviour, as it believes that this will develop an ethos of kindness and co-operation. There are three overarching school rules currently in place but the primary aim of the policy is not to be a system of enforcing rules. It is a means of promoting good relationships; encouraging people to work together with the common purpose of helping everyone learn rather than merely deter anti-social behaviour.

1.8 We have clear school rules that are consistent, understood and demonstrate pupil voice. We call this our Behaviour Charter.

1.9 We promote positive behaviour management and staff are supported by SLT and colleagues when dealing with behaviour issues.

1.10 Through our Home-School Agreement all stakeholders are made aware of, and agree to follow our Behaviour Charter.

This policy is linked the school's overall vision and values and contributes to fulfilling our aims and commitments. It is vital that these standards are applied in a systematic and consistent way in order to have a positive impact on the internal and external learning environment.

This policy is shared in such a way as to be clearly understood by **all** school staff, (teachers, support staff, lunchtime supervisors), pupils and parents.

This policy is based on a healthy balance between rewards and consequences. Both should be clearly specified and be consistently applied. The recommended healthy balance is 3:1 in favour of rewards.

Putting the policy into practice and maintaining good behaviour throughout the school is the responsibility of **all** staff. They should model the types of behaviour expected in the school policy. Our behaviour policy is rooted in an ethos of clarity and fairness.


Personal Social and Health Education is an integral part of the curriculum and is taught through Jigsaw PSHE. Through providing opportunities for discussion and work on the behavioural aspects of school life, we aim to give children the opportunity to reflect and consider their own behaviour and that of others. Likewise, assemblies provide opportunities for the children to reflect upon social, moral and behavioural dilemmas, thus encouraging the pupils to take greater responsibility for their own actions and personalised learning.






Thorns Primary acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole school approach using the following methods:

- Learning Powers – all children learn about 5 different learning powers to help them to become effective learners:

The Thorns Way: *Our Learning Powers*



Kelly the koala	Emily the elephant	Albert the armadillo	Sadie the squirrel	The monkeys
				
To be curious	To concentrate	To be resilient	To co-operate	To self-improve/ continuously improve
<ul style="list-style-type: none"> asks questions notices things looks for patterns and connections; thinks of possible reasons researches ponders – what if...?; is creative 	<ul style="list-style-type: none"> manages distractions gets lost in their learning breaks things down into smaller steps focuses on one thing at a time looks for patterns and connections plans and thinks things through jots things down to help them think 	<ul style="list-style-type: none"> uses a growth mindset does not worry if it goes wrong learns from their mistakes is excited to try new things 	<ul style="list-style-type: none"> listens to others explains things to help others is kind when you disagree; is tolerant works together 	<ul style="list-style-type: none"> keeps reviewing their learning improves one thing first tries to be better than last time takes small steps does not compare themselves to anybody else

- Support from outside agencies such as Reflexions to help identified children to identify and work through their SEMH needs
- Our Family and Pastoral Support Worker works closely with pupils and families to support in school and, where necessary, make referrals to agencies such as Early Help through our family centres as required. If required, the AHT for Inclusion may also be involved.

EQUAL OPPORTUNITIES.

- The Policy takes into account the need to ensure equal opportunities and to eliminate discrimination of all kinds. Everyone in school should be encouraged to have a positive cultural identity which is in line with whole expectations of behaviour.

PURPOSE

- To support the children in 'just doing the right thing because it's the right thing to do' (expected behaviour)
- To encourage appropriate behaviour rather than to simply punish inappropriate behaviour by providing a range of rewards for children of all ages and abilities. To encourage children to think about, and make, the right choices about their behaviour, while understanding how their behaviour contributes to school life, relationships, adult life and work.
- To establish clear procedures for dealing with and managing unacceptable behaviour, and ensure a consistent and positive approach throughout the school
- To praise and reward good behaviour, good work and good attitudes - being specific about what 'good' means.

- To anticipate problems before they occur by using pastorally–orientated approaches in a caring and sympathetic manner to achieve an improvement in behaviour


PRINCIPLES FOR BEHAVIOUR AT THORNS

We have three school rules which we all aim to follow at all times:

- Be Safe, Be kind, Be GREAT!
- Our Thorns Behaviour Charter is displayed in all classrooms and is referred to by all staff to reinforce our expectations and to provide clear guidance to the children of what is expected of them.
- In consultation with the children, we have created a visual representation of the word GREAT to give children tangible examples to help them to understand what we mean by the phrase:

The Thorns Way:

Behaviour Charter



<p style="text-align: center; margin: 0;">Be SAFE</p> <p style="text-align: center; margin: 0;">Be KIND</p> <p style="text-align: center; margin: 0;">Be GREAT</p>	<p>Good presentation - <i>Work and self</i></p> <p>Respectful - <i>People and property</i></p> <p>Embrace challenge - <i>Use 'learning powers'; aspire & achieve</i></p> <p>Always co-operate - <i>Listen; follow instructions; ask</i></p> <p>Take responsibility - <i>Be truthful; think before you act</i></p>
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Any behaviour that compromises our values (that children are Safe, Happy and Learning) will be challenged. Behaviours that are in breach of our Charter will not be accepted.

At Thorns we encourage everyone:

- To show pride in their work, show respect for themselves and in their appearance. Pupils should wear school uniform, and staff should abide by the dress code in the staff handbook.
- To show respect for property (their own and other people's), and the environment in which they work
- To behave in a way that enables everyone to learn and the teacher to teach.
- To respond immediately when being addressed and to be able to converse in a considerate manner
- To understand that we all have the responsibility to follow the school charter, and to accept that there are consequences if policy is not followed. Pupils need to accept responsibility for their actions.

REWARDS

By consistently referring to our behaviour charter, we are clear in the expectation we have for all. Positive choices are praised and celebrated. We use these to reinforce what is expected. For

children who are seen to be going above and beyond what is deemed to be expected behaviour we may use the following:

- Smile/thumbs up (non-verbal)
- Praise - Well done
- Behaviour - specific praise related to the relevant Learning Powers
- House points either individual or group – see House Points Policy
- First out break/dinner time
- Letter/note/postcard home to parents from Class Teacher/SLT/Head Teacher
- Sticker/postcard from senior staff
- Certificate of Achievement
- Praise assembly
- Head Teacher’s Award/certificates
- Choc Stars invitation

DEFINITIONS OF UNACCEPTABLE BEHAVIOUR

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Child on child abuse (KCSIE, 2023) must be taken very seriously and never passed off as ‘boys being boys’, ‘typical girls’ etc. Please see Child Protection 2023.

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- opting out in class (e.g. not listening or joining in)
- Rudeness
- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework (as applicable)
- Graffiti/ vandalism (inc. breaking things deliberately)

“**Low-level unacceptable incidents**” may be escalated to “**serious/ very serious incidents**”, depending on the severity and frequency of the behaviour.

‘**Serious/Very Serious Incidents** will be defined as, but not limited to the following:

- Acts of violence/aggression including wilful damage
- swearing/ foul language
- sexual assault, sexting – see CP policy
- sexual comments – see CP policy*
- bullying (inc. online)
- discriminatory comments (including racist or homophobic comments)
- refusal/ defiance*
- verbal abuse*

** discretion and judgement to be used, with consideration given to the nature and context of incident*

MANAGING BEHAVIOUR

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

At Thorns Primary, we have high expectations of behaviour and when this is not adhered to then we use a staged approach to managing and issuing consequences. This allows children to understand and recognise the process so that they can make the correct choice. This model is used consistently across the whole school so that both staff and children are aware of the consequence procedure.

Throughout this approach, we believe that teacher intervention and empowerment is vital before escalating. Where possible, staff members will de-escalate and avoid further stages of the approach by having the power to move, swap, distract children from the behaviour present. We also ensure that the certainty of the consequence is paramount in any given situation, not the size. Where possible, teachers will carry out this consequence as we feel this empowers the teacher as well as it building a positive relationship between the teacher and pupil.

Scripted language is used consistently across the school to script difficult interventions as well as managing daily behaviours around the school.

Common examples that staff use at Thorns Primary are:

- **I’ve noticed that you are...**
- **You have chosen to...**
- **You know the school expectations are to be kind/safe/GREAT...**
- **I expect you to...**
- **That is what I need to see today...**

Use of scripted responses creates a consistent approach to behaviour across the school and it allows the children to be fully aware of the high expectations that staff set for them.

PREVENTION STRATEGIES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR :

This section outlines the school’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve pupils’ behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

THE CLASSROOM ENVIRONMENT

At Thorns, we understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

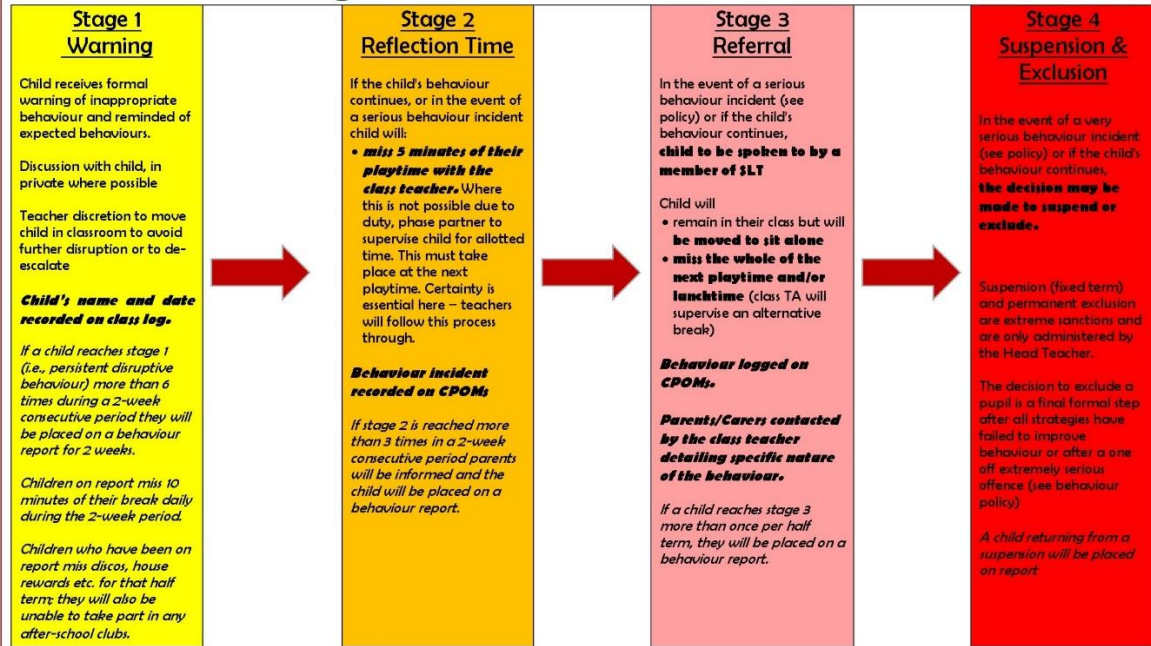
Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

A STAGED APPROACH TO MANAGING BEHAVIOUR

Thorns Primary School

Behaviour Stages



RECORDING BEHAVIOURS

CPOMS is used consistently across the school to record behaviour as well as safeguarding concerns. As detailed above, staff will record behaviour incidents on CPOMS so that the frequency and details of incidents can be looked at over time. Behaviour is tracked and monitored and may result in further discussion with SLT/DSLs and/or the Inclusion Team. We feel it is important to assess these behaviours so that we can support the individual in making better choices. Here, teachers and SLT may decide that the recorded behaviours occur at specific times or for specific reasons and therefore individual needs will be considered (see below).

INDIVIDUAL NEEDS

We recognise that behaviour can be affected by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. We will ensure that those children who may need additional help to manage their behaviour are given appropriate support. Ongoing and persistent behaviours are monitored using CPOMs. Upon consultation, SLT/DSLs and the Inclusion Team may decide to intervene to identify the cause of the ongoing problems. Both the teacher and senior staff will identify the needs and targets will be set on an Individual Behaviour Plan (IBP) in consultation with the SENCO. This plan will be written to ensure appropriate support is provided to minimise the impact of disruptive behaviours in school. This will be shared with all class staff and parents. If necessary, SLT and the Inclusion Team will discuss if any external agencies are required to support the needs of the individual.

The following may be used in school to support the IBP:

- Daily behaviour chart/timetable logging behaviour per session indicating progress towards the agreed targets on the IBP (appendix i)
- Behaviour tracking of persistent disruption using weekly tick sheet (appendix iv)
- Report Card - Weekly - summarising the week's progress towards agreed targets on IBP
- Diary (home/school)- Daily or Weekly comments aiming towards positive progress towards targets on IBP
- Break times and Lunch time play periods may be bespoke to the needs of the child

NB: If the persistent behaviour is occurring at Lunch time, it may be necessary to risk assess the situation which could result in a temporary return home for lunch time. This decision would be taken in consultation with the Inclusion Team and parents and would be time limited.

A Review meeting will be arranged to discuss evidence tracking the child's progress towards the agreed targets. A decision will be made at this stage determining if sufficient improvement in behaviour has been observed. If further support is required, a new IBP will be drawn up and further support may be gained from outside agencies such as Sycamore Behaviour Support Service, Educational Psychology, and CAMHS.

ZERO TOLERANCE

At Thorns Primary, we believe that some behaviours are unacceptable, and these are dealt with immediately by SLT.

These include but are not limited to:

- Spitting
- Physical fighting or aggression (including intimidation)
- Swearing
- Vandalism
- Bullying – both in school and online
- Racism • Homophobic Abuse • Persistent defiance and disruption
- Peer on peer abuse

BEHAVIOUR OFF SCHOOL PREMISES

Pupils, who attend Thorns Primary School, must agree to represent the school in a positive manner. The guidance laid out in our Behaviour Charter applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
-

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

SUSPENSION and EXCLUSION

In rare cases, and as a last resort the school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any consequences that are applied will be reasonable, proportionate and fair and may include a fixed-term suspension or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

The decision to suspend or exclude a pupil may be taken in the following circumstances:

Exclusion is an extreme sanction and is only administered by the Head Teacher. Exclusion, whether fixed-term or permanent may be used for infringements of the school's Policy, including, but not limited to:

- Verbal abuse to staff and others
- Physical abuse to/attack on pupils/adults
- Damage to property
- Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that exclusion is an appropriate sanction.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that an alternative plan should be drawn up to try avoid an exclusion in the future e.g. a reduced timetable or IBP

Exclusion procedure

Suspension

Most exclusions are of a fixed-term nature and for a short duration (usually between one and three days). These are called suspensions.

The DfE regulations allow the Head Teacher to suspend a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a pupil missing more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review suspensions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension, parents are contacted immediately where possible. A letter will be sent by post or given directly to the parent, giving details of the suspension and the date the suspension

ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the suspension and this will involve a member of the SLT and other staff where appropriate (this will often include the Family and Pastoral Support Worker/DSL). During this meeting discussions will take place about how to move forward positively. In exceptional circumstances, an immediate return to full-time school may be considered detrimental to the child's successful re-integration back into school and a Support Plan may be drawn up called a RIPE (Reduction in Pupil Entitlement) *see appendix vii and viii*. This will include planned strategies to achieve a successful return to school, staff involved where needed and any outside agency support that may be required and a review date will be agreed with parents. It may be necessary to complete a series of RISEs if a phased return is needed and regular meetings will be arranged to discuss the progress of the phased return. (See appendix vii/viii for two examples of RIPE paperwork, to be amended as required)

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to suspensions will be stored confidentially and must be recorded on CPOMS, along with copies of letters to parents.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a *final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success*. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This could include persistent disruptive behaviour, including bullying (which would include racist or homophobic bullying), assault on a member of staff or another pupil, or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion (or suspension) will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

Post-Script

The school may be in a position where the policy needs to be applied due to an incident that has occurred outside of school hours and/or off the school site if it is considered that said incident has:

- a: brought the school into disrepute (e.g. whilst wearing school uniform)
- b: has a considerable negative impact on school or persons therein (this may include online incidents or bullying outside school)
- c: criminal activity or incidents involving the police

GDPR

The processing and recording of data referenced in this policy is done in line with the UK Data Protection Law. CPOMS and Behaviour chart are included in the Information Asset Register (IAR).

Behaviour Chart Name:

Date:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Session 3					
Session 4					

**MEETING ROOM
WE NEED URGENT HELP
PLEASE!**

**MEETING ROOM
WE NEED HELP WHEN YOU
CAN!**

Daily behaviour log

Name of Child _____

Date: _____

Session and duration	Shouting out	Out of seat	Kicking/punching the table	Throwing chair(s)	Refusal to complete task	Swearing at pupils/staff/out loud	Aggressive outburst towards pupil/staff	Walking out of the room	Tantrum	Other/Additional notes/context
8.40 -9.00 _____										
9.00 – 9.30 _____										
9.30 -10.30 _____										
10.30- 10.45 _____										
10.45 – 11.00 _____										
11.00- 12.00 _____										
12.00 -1.00 _____										
1.00-2.00 _____										
2.00-3.00 _____										
3.00-3.15 _____										
Summary:										

Compiled by _____

Pupil Name: Class:	Staff Working with the pupil:																		
Year group: Start Date: Review Date:	Medical Conditions/ identified needs: Agencies already involved:																		
Challenging behaviour: <i>What does this look like? Triggers?</i>	Early Warning Signs: <i>How can we prevent an incident? What does this look like? How to respond?</i>																		
Targets: <i>What are we working towards? How do we get there?</i>	Strategies for positive behaviour: <i>How do we maintain positive behaviour? Phrases to use, rewards/motivators</i>																		
Reactive Strategies: <i>How do we diffuse the situation? Phrases to use/ calming techniques</i>	When should another member of staff be called? Who?																		
Support after an incident: <i>How do we help the pupil reflect and learn from the incident? Is there anything we can learn from this?</i>	Further Actions: <table border="1" data-bbox="810 1420 1505 1664"> <tr> <td><input type="checkbox"/></td> <td>agency support</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>isolation in school</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>fixed term exclusion</td> <td>duration</td> </tr> <tr> <td><input type="checkbox"/></td> <td>permanent exclusion</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>agency support</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/>	agency support		<input type="checkbox"/>	isolation in school		<input type="checkbox"/>	fixed term exclusion	duration	<input type="checkbox"/>	permanent exclusion		<input type="checkbox"/>	agency support		<input type="checkbox"/>		
<input type="checkbox"/>	agency support																		
<input type="checkbox"/>	isolation in school																		
<input type="checkbox"/>	fixed term exclusion	duration																	
<input type="checkbox"/>	permanent exclusion																		
<input type="checkbox"/>	agency support																		
<input type="checkbox"/>																			
IBP Evaluation and next steps:	Staff Name: Staff signature: Date: Parent Name: Parent signature: Date:																		

Pupil Voice

My Name:	My Year Group:
Date:	My Class:
Things I like about school:	Things I don't like about school:
I am really good at...	I am not so good at...
Staff I like to spend time with...	I would like to get better at...
My Comments:	
My signature:	

Behaviour Chart

Start Date:

Review Date:

Agreed Targets: ➤ ➤ ➤

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Comments

AMEND AS APPROPRIATE AND PUT ONTO SCHOOL HEADER

Reduction in Pupil Entitlement – RIPE

Plan 1

Reason for reduced hours:

This is a short term intervention plan to support XXXXXX to be successful in class and to try and focus on positive success and break the cycle of disruptive behaviour.

Due to XXXXXX behaviour over the past two weeks we have been increasingly concerned as to the level of anger and aggression he has demonstrated towards both peers and adults, and his refusal to comply with reasonable requests from adults.

An alternative timetable of morning only was put into place to support XXXX and meet his needs based on the strengths he presents within school. There was limited success in school which resulted with XXXX being verbally aggressive to pupils and staff in the Year X classroom, not following reasonable requests from staff to follow instructions and was witnessed by other children.

This plan has been devised to promote success for XXXX in school.

Pupil Name:

Year group:

Date of initiation of plan:

Working towards extending hours:

➤ **2.3.2020 – 13.3.2020: 8.40am – 9.20am**

8.40- 8.50am

Mum will drop XXXX at the front office. He will then work with a Learning Mentor, who will settle him with a 'meet and greet' session and explain the tasks for the session.

8.50-9:00am

XXXX will complete Literacy activities based on work appropriate for his ability Level.

9:00 -9:10am

XXXX will have the choice of two activities as a 'brain break', re focusing for the next session.

9:10- 9.20am

XXXXwill complete Numeracy activities appropriate for his ability level.

9.20am

End of session. XXXX will have the opportunity to earn a sticker for his green booklet if the session has been completed successfully. XXXX will take the booklet home to show family and bring it back each day.

This plan will be reviewed on **XXXX** and next steps planned, for allowing XXXX to increase his pupil entitlement. This will depend on the success of the reduced hours XXXX has spent in school.

Headteacher : _____

Parent: _____

AMEND AS APPROPRIATE AND PUT ONTO SCHOOL HEADER

Reduction in Pupil Entitlement – RIPE Plan 2 date

Pupil Name: XXXXX

Year group:

Date of initiation of original plan: xxxx

Reason for reduced hours:

This is a short term intervention plan to support XXXX to be successful in class and to try and focus on positive success and break the cycle of disruptive behaviour. This plan has been devised to promote success for XXXXX in school.

Review of the last two weeks:

XXXXX has attended school every morning and has completed most of the tasks set for him. There have been occasions where he has been reluctant to complete his work and has lacked motivation and he has been abusive to XXXXX when she has tried to encourage him. He has earned his sticker for most sessions but this has required significant reminders from XXXXX to remain on task and complete the work set. We would like to see XXXX start to go back into class now for a short period of time so that he starts to reintegrate.

We feel that XXXX needs to continue to work with XXXXX each morning completing 10minutes of Maths work, 10minutes of English work and a 10 minute choice activity but he will then return to class, with XXXX, to complete the first 15minutes of Maths with Year 4. This part of the session will be Retrieval Practice work which will focus basic skills that have already been taught to the class and he will therefore be able to join in with the work. This session will then end at 9.35am

Working towards extending hours:

➤ **17.3.2020 – 27.3.2020: 8.40am – 9.35am**

8.40- 8.50am

Mum will drop XXXX at the front office. He will then work with a Learning Mentor, who will settle him with a 'meet and greet' session and explain the tasks for the session.

8.50-9:00am

XXXX will complete Literacy activities based on work appropriate for his ability Level.

9:00 -9:10am

XXXX will have the choice of two activities as a 'brain break', re focusing for the next session.

9:10- 9.20am

XXXX will complete Numeracy activities appropriate for his ability level.

9.20 – 9.35am

XXXX will go into class with XXXX to complete the Retrieval Practice session in Maths with the class. He will sit in his usual place and XXXX will sit with him.


9.35am

End of session. XXXX will have the opportunity to earn a sticker for his green booklet if the session has been completed successfully. XXXX will take the booklet home to show family and bring it back each day.

This plan will be reviewed on **XXXX** and next steps planned, for allowing XXXX to increase his pupil entitlement. This will depend on the success of the reduced hours XXXX has spent in school.

Headteacher : _____

Parent: _____

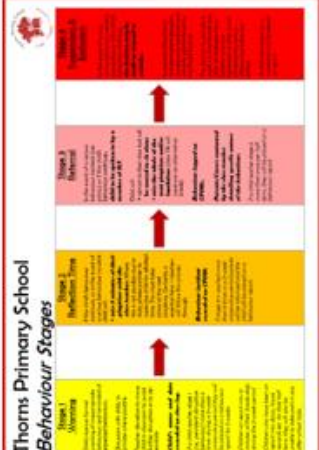


Thorns Primary School
Behaviour Charter

Be SAFE
Be KIND
Be GREAT

Good presentation - Work and self
Respectful - People and property
Embrace challenge - Use learning power: aspire & achieve
Always co-operate - Listen, follow instructions, ask
Take responsibility - Be truthful, think before you act

Thorns Primary School Behaviour Stages



The diagram shows four stages of behavior: Stage 1 (Warning), Stage 2 (Reflection Time), Stage 3 (Revised), and Stage 4 (Exclusion). Each stage has a list of behaviors and consequences. Red arrows point upwards from Stage 1 to Stage 2, Stage 2 to Stage 3, and Stage 3 to Stage 4.

Week 1 Evaluation

What went well...

Even better if...

Signed:

Week 2 Evaluation

What went well...

Even better if...

Signed:

Next steps:

Signed:



Thorns Primary School

Safe - Happy - Learning

Behaviour Report

Name:

Report Number:

Date issued:

Targets

-
-
-

W/C							
AM							
BREAK							
AM							
LUNCH							
PM							
PM							

W/C							
AM							
BREAK							
AM							
LUNCH							
PM							
PM							