



Behaviour and Discipline Policy

Believe, Achieve, Celebrate

Behaviour & Discipline Policy

Reviewed:

<u>Date</u>	<u>Revisions</u>	<u>Made By</u>
<u>08/10/2021</u>	<u>Section on searching and Confiscation</u>	<u>Michelle Woodhouse</u>
<u>12/07/2022</u>	<u>General Procedures and steps</u>	<u>Michelle Woodhouse and Stephanie Taylor</u>
<u>31/10/2023</u>	<u>Role of the Academy Council</u>	<u>Michelle Woodhouse</u>
<u>31/10/2024</u>	<u>Behaviour on a Page</u>	<u>Michelle Woodhouse</u>
<u>11/04/2025</u>	<u>Amendment of text to reflect current practice</u>	<u>Michelle Woodhouse</u>

Next review date: April 2026

Statement of Intent

Thurnby Mead Primary Academy intends that every member of the School community feels valued and respected, and that each person is treated fairly and well and without prejudice or discrimination.

Aims and Objectives

Our values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The School Behaviour Policy is trauma informed and is based on promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.

From Foundation stage onwards all pupils are encouraged to;

- Behave in a considerate way towards all members of the School community.
- Understand that all children are treated fairly and that the behaviour policy is applied in a consistent way with unconditional regard for all children.
- Recognise support offered to pupils is in proportion to their needs ensuring equity for all.
- Recognise that the School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and raise a pupil's own self esteem.
- Understand that the School aims to help nurture children to grow in a safe and secure environment, and to become positive, responsible, understanding and increasingly independent members of the Academy community

School Rules:

- 1. Be Respectful**
- 2. Be Safe**
- 3. Be Ready**

School Culture:

- 1. Wonderful Walking**
- 2. Wonderful Welcomes**
- 3. Character Education**

Character Education and curriculum

Character Education

We adopt the Route to Resilience Character Education for our children. Character Muscles vocabulary is displayed in all classrooms years 1-6.

We embed Character Education throughout our school culture, behaviour policy, PSHE lessons and wider curriculum.

The weekly character muscle is highlighted in all classes and Character Champion Board. Character muscles are referred to throughout School, with staff actively seeking out children displaying specific Character Muscles and rewarding and praising them. Using the language explicitly is a key part of our approach. Character Champions of the week are invited to a 'party with the principal' (or senior member of staff) on Friday afternoons.

Curriculum

Our PSHE and RSE curriculum teach children about healthy, respectful relationships. We see this as underpinning our behaviour policy.

Rewards

See also Appendix A

Rewards

We praise and reward children for good behaviour in a variety of ways:

- We adopt a 'Good to be Green' behaviour system for our classes and follow warnings and amber and red cards throughout the School.
- Children collect star dojos which are accumulated towards a badge which they receive in our celebration assembly. Children work their way through rounds of badges to eventually become a School Ambassador.
- All staff congratulate children; follow the house star dojo reward system and each week we nominate a child from each class to receive a certificate linked to a character muscle that the child has used during the week. These certificates are presented in our weekly Celebration Assembly.
- Distribute house star dojos to children either for consistent good work or behaviour and we also acknowledge outstanding effort or acts of kindness.
- Our Parent/Carer badge assembly, to which parents of award-winning children are invited, takes place every half term.

Star House Tickets and Lanyards

As a child enters our School they are assigned to a House and colour. They are given a lanyard in that colour. Lanyards are worn at the badge assemblies, when the children have started to collect badges. They are not to be taken home until the end of year six.

Every class has a star dojo account from year 1-6.

Every time a child collects 70 star dojo points, they receive a badge. The children's names are collected and their parents are invited to the Badge Assembly, where they will see their child receive a badge. The badges accumulate as follows:

70 star dojo points	green star badge
140 star dojo points	yellow star badge
210 star dojo points	red star badge
280 star dojo points	blue star badge
350 star dojo points	green merit badge
420 star dojo points	yellow merit badge
490 star dojo points	red merit badge
560 star dojo points	bronze enamel badge
630 star dojo points	silver enamel badge
700 star dojo points	gold enamel badge
770 star dojo points	excellent work badge
840 star dojo points	ambassador

Any children that total 840 points will become Ambassadors for the School.

The aim is that this system will run over their school life and that the children will keep their badges on their lanyards as they go through School. This will be reviewed at the end of each year to see if it is more appropriate running it over a different period.

Our Reception class have a different reward system which involves children collecting star tickets and stickers. This ensures that they are rewarded more instantly for their achievements. Their star tickets are counted up and go towards a 'star badge' (see above). In Nursery, stickers are used as an instant reward for their achievements. They are also able to put their photo onto a 'Superstar' board for the day.

Lunchtimes

Lunchtime supervisors follow the behaviour system. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime will result in the child being directed to our Zen Zone for a short time out period. The RB2L Officer or a member of SLT will be available to meet and have a restorative conversation with the child and issue a card if considered necessary. Persistent inappropriate behaviour may result in alternative provision or exclusion at lunchtimes.

Children who have spent reflection time/time out in the Zen Zone at play time or lunch time will be reported via the Zen Zone staff on duty to class teachers.

Addressing behaviour issues

See also Appendices B, C, D and E

Sanctions

The School employs a number of sanctions to encourage the School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation: restorative reflection time at playtime/lunchtime (as immediate as possible) and a report system.

We recognise that many children in Foundation have only an emerging understanding of the concepts in our behaviour system. To encourage the growth of this understanding and therefore ensure that the behaviour in this key stage is gentle, thoughtful, kind, honest and respectful, staff praise these attributes and explain when actions are not following these rules. We believe that this constant and consistent explanation and identification of positive qualities will encourage such growth. To reinforce this, House Star Tickets, stickers and certificates are awarded to children.

Children who make wrong choices are always reminded of the rule they have broken, and staff take time to explain consequences at an age appropriate level.

We are always willing to support parents who come to us for advice and support over behaviour issues.

Report System

This is a five-day monitoring sheet split into the sessions for each day. A child on report must have each session (including playtime and lunchtime) signed by appropriate member of staff. The Principal and Learning Mentor make the decision about who is on report.

When a child is placed on report, parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. Learning Mentors keep completed reports.

A failed red report may lead to an internal exclusion, exclusion at another Trust school or a suspension. The Principal, or in her absence the Vice Principal, can take the decision to suspend/exclude a child. In the absence of both Principal and Deputy Principal another senior member of staff may decide to suspend/exclude a child. The National Exclusion Guidelines are followed at all times.

Suspensions and permanent exclusions

Only the Principal (or the acting Principal) has the power to suspend/exclude a pupil from the School. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Principal may also exclude a pupil permanently.

If the Principal suspends/excludes a pupil, the parents will be informed immediately, giving reasons for the suspension/exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Council. The School informs the parents how to make any such appeal.

Please see the TMET Suspension and Permanent Exclusion Policy.

Physical intervention

On occasions we may need to use physical intervention. We promote the use of de-escalation techniques and only use physical restraint for children who are displaying dangerous behaviour which may harm themselves or others. Only trained staff are able to use these methods. Staff support children following a restraint, to help them to understand their actions and the reasons staff had to intervene. We pay high regard to both children and staff having a period of recovery and restoration following a restraint.

Dealing with bullying and other serious behaviour

Bullying

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Children can be referred to our Removing Barriers to Learning Officer for red card behaviours. They will support the child to understand their behaviour and the consequences. We also see it as an important part of the restorative process that children have the opportunity to talk about their behaviour, take responsibility and make amends where necessary.

Homophobic, racist, sexual harassment or sexual violence incidents

In the event of any such behaviour, we take prompt action and refer children to our behaviour mentor and DSL.

- Children are separated immediately
- Learning Mentor is informed immediately
- All incidents are recorded onto CPOMS (Child Protection Online Monitoring System)
- DSLs meet to discuss the incident
- Parents are informed, along with the police or social care as appropriate
- On-going support and education is put into place for both the perpetrator and the victim
- Supervision is offered to staff members to support their well-being
- A risk assessment is carried out, taking into account the victim's well-being and wishes
- The risk assessment is shared with staff and parents
- If staff are alerted to sexualised images on children's devices, the police are contacted and the staff member **does not** view the images.

We do everything in our power to ensure that all children attend the School free from fear.

Racist Incidents

We take a no tolerance view to racism. All incidents are recorded, reported and investigated according to the School's Racist Incidents Recording, Reporting and Investigating Procedures.

Guidelines on Intervening in Fights / Disputes

Through the implementation of this policy, we expect fighting to be an extremely rare occurrence. However, if a child does lose his/her temper and becomes involved in a fight, it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away

- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is School policy to intervene and physically prevent a pupil from hurting him/herself or anyone else (see the School's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.

Pupil leaving class

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the School building and possibly out of School grounds unless this provokes the child to run further. If a child is no longer on School premises parents will be contacted. If they are not at home the police will be informed that a pupil has left School and is at risk

Guidelines on Searching and Confiscation

See the School's Searching, Screening and Confiscation Policy.

Roles and responsibilities

The role of all staff

It is the responsibility of all staff to ensure that the School rules are enforced in class, and that the children behave in a responsible manner at all times.

All staff in our School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child equitably with respect and understanding.

Staff also understand that:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make.
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual.
- Relationships are vital between everyone at every level.
- We all make mistakes sometime and we are willing to admit if we are wrong.
- Challenging behaviour is normal where children are learning and testing the boundaries of acceptable behaviour.

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over-reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you cannot prove

- Sarcasm
- Leaving pupils outside rooms

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any consequences that have been issued
- Be consistent
- Address challenging behaviour
- Always apply School rules

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher follows the guidelines set out in the behaviour system. The class teacher may seek help and advice from the Phase leader/RB2L Officer/SENCO/member of the senior leadership team.

The class teacher and the RB2L Officer will liaise about the appropriate support the child may need.

The class teacher reports to parents about the progress of each child in their class, in line with the whole School policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Principal

It is the responsibility of the Principal to implement the School behaviour policy consistently throughout the School, and to report to the Academy Council, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the School.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour using CPOMS.

The Principal has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Suspensions above 5 days and permanent exclusion decisions are only taken after the Academy Councillors have been notified.

The role of parents

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at the School.

We expect parents to support their child's learning, and to co-operate with the School. We strive to build a supportive and positive relationship between the home and the School, and we inform parents in a timely manner if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable consequences to support a child, parents should support the actions of the School.

Concerns about behaviour incidents:


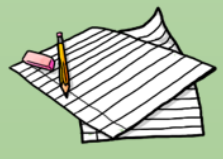
1. Contact the class teacher.
2. If the concern remains, they should contact the Phase Leader.
3. If a resolution cannot be reached, the parents may be referred to the Principal

The role of the Academy Council

The Academy Council has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Councillors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the School Behaviour and Discipline Policy, but Academy Councillors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.








APPENDIX A: Rewards

REWARDS		
Verbal praise/Encouragement	Dojo Points	Showing work to staff/peers
		
Classdojo post	Star Badge Assembly	Assembly Certificate
		
	Dojo Champion & Party with the Principal Stickers Head Teacher Award & Certificates	








APPENDIX B: Reflection Time

INSTANT Reflection Time		Reflection Time Conversations
Intentional damage of property		Will be nurturing.
		Will aim for children to learn self-regulating strategies.
		Will allow children time to consider others' feelings.
		Will allow time for children to consider their own feelings.
		Will allow time for children to think about the choices they make.
Ignoring/walking away from an adult		Will allow children time to think about how to repair a situation.
		Will allow children the opportunity to consider how they can behave in future.
		Will allow children to learn to accept responsibility.
Intentional name calling		
Leaving the classroom/learning area without permission		

APPENDIX C: Our Stage System

	STAGE 1 Warning look/gesture
	STAGE 2 Verbal Warning
	STAGE 3 Second Verbal Warning
	STAGE 4 – Reflection Time 5 mins reflection time completed with class teacher, using reflection card prompts. More than 3 reflection times in a week will result in an amber card.
	STAGE 5 Verbal warning
	STAGE 6 Verbal Warning
	Stage 7 – Red Card 10 mins reflection time completed with class teacher/RB2L Officer or DSL.

APPENDIX D: Examples of behaviour and steps to be taken

	STAGE 1 Warning look/gesture	Examples: Not following instructions Talking whilst an adult is talking Getting up in the middle of lessons Being rude or disrespectful Running in corridors Not lining up sensibly Not sitting sensibly
	STAGE 2 Verbal Warning	
	STAGE 3 Second Verbal Warning	
	STAGE 4 - Reflection Time – families will be informed if more than 3 in a week resulting in an amber card. 5 mins of break time lost. Reflection time completed with class teacher.	Examples: Being unkind or unsafe towards others Intentional damage of property Ignoring/walking away from an adult Intentional name calling Leaving the classroom/learning area without permission
	STAGE 5 Verbal warning	
	STAGE 6 Verbal Warning	
	Stage 7 – Red Card – families will be informed	Examples: Consistent low-level behaviour Fighting Swearing Physical aggression Stealing

APPENDIX E: Flowchart of procedures for a pupil on report

- **If you receive 2 Red cards in 1 week = White report**

On White report

A white report requires a Teachers signature at the end of each day. Parents must be informed by telephone or in person by the class teacher/Phase Leader. The reason for being on report must be written on the report card. The child cannot attend any out of school clubs. The RB2L Officer will check in everyday with the child and the report must be signed by the Principal at the end of the week.

Reports should be kept by the teacher in a discrete location and not shared amongst the class.

This report is to monitor
your behaviour

Thurnby Mead Primary Academy

The reason for this report:

WHITE REPORT

Name:
Date:

A completed report needs to be taken to the Principal BEFORE the child can finish their report

	9.00-10.00	10.00-10.45	BREAK	11.00-12.15	LUNCH	1.15-2.15	2.15-3.15	Teacher signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

A verbal warning will be given before a fail. If a fail is given a reason needs to be recorded.

