



Thrupp Primary School

Behaviour for Success Policy

Approved by: Staff	Reviewed: May 2026
Last Reviewed: May 2025	Next review due by: May 2027

Thrupp Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Introduction

At Thrupp, we promote an environment where everyone feels happy, safe and secure.

We believe that every member of the Thrupp School community has:

The right to feel safe and be safe

The right to learn

The right to be treated with respect

Our behaviour policy at Thrupp is underpinned by these rights and our school motto '**Doing Our Best To Be Our Best**' is at the centre of our ethos.

Aims and expectations

Everyone at Thrupp School believes that good behaviour will have a positive effect upon a child's education. The primary aim of our school is that every member of our community feels valued and respected and is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

All adults at our schools have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

We will:

- ✓ create a positive climate and environment with realistic expectations
- ✓ emphasise the importance of being valued as an individual within the group
- ✓ promote, through example, honesty and courtesy;
- ✓ provide a caring and effective learning environment;
- ✓ encourage relationships based on kindness, respect and understanding of the needs of others;
- ✓ ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability and disability;
- ✓ show appreciation of the efforts and contribution of all.

We believe that, in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our school in relation to:

- ✓ Positive parental partnership
- ✓ Clear values & expectations (understanding what good behaviour and bad behaviour, including bullying, looks like)
- ✓ Specified rewards and consequences
- ✓ Detailed procedures for playtimes and lunchtimes
- ✓ Clear ways to report and respond to behaviour issues

Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents.

If staff are concerned, we will inform parents via:

- An email or a phone call home to inform of repeated low-level incidents;
- A phone call home to inform of a single serious incident;
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour.

If parents are concerned, it is essential that they communicate this with the school. They can do this by:

- Contacting the class team in the first instance;
- Contacting the Headteacher if the concerns have not been dealt with.

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. Governors are informed of behaviour or bullying incidents through the Headteacher's report 6 times per year.

How is Positive Behaviour Promoted in our School every day?

- ✓ Every adult working within our school models, reinforces, praises and monitors behaviour of all children around the school.
- ✓ Standards and expectations of all children's behaviour are high, including when moving around the school, in assemblies and out on the playground.
- ✓ We display warmth and affection towards all children and work together to create a safe and stimulating learning environment.
- ✓ We provide high quality and motivating resources which enthuses, inspires, challenges and supports the learning of all children.
- ✓ We encourage the use of positive language to set an example and prompt positive behaviour from all children, rather than reprimanding unwanted behaviour.
- ✓ We demonstrate positive, open body language when teaching.
- ✓ We smile and are honest and fair with all children.
- ✓ We are a positive role model with/towards other members of staff.
- ✓ We are specific with the praise we give to ensure children know how to behave in the future, as well as offer opportunities for role models to be observed.
- ✓ We ensure children understand and are clear on the rules and expectations of the classroom and task at hand.
- ✓ Rewards are given for positive behaviours.
- ✓ We avoid the use of sanctions when support strategies will suffice.
- ✓ We talk about the consequences of behaviour choices with the child.
- ✓ We ensure a positive and calm tone of voice is used when dealing with unwanted behaviour.

Classroom Expectations

At the beginning of the academic year, each teacher and class devise a set of expectations in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required. We use our School Rights and Learning Powers (Curious, Aspire, Relate, Reflect, Resilience) to encourage good and positive behaviour.

Rewarding Good Behaviour

Positive behaviour rewards at Thrupp include:

- Non-verbal gestures providing instant positive feedback on behaviour to the child
- Verbal praise, both informal and formal, public and private
- Motivational stickers
- 'Tree point' system: pupils are awarded tree points for achievement, effort, behaviour and attitude. Classes may also have their own reward systems for individuals based on tree points earned.
- Golden leaves: Lunchtime supervisors nominate children weekly to be awarded a 'Golden Leaf'.
- Children are sent to the Head to go in the 'Brilliant Book', which is then celebrated in assembly.
- Star of the Day or Star of the Week within classes
- Headteacher's Awards given for special achievements and behaviour
- Politeness Tokens which go into a draw
- Recognition from parents and whole school community – displays around the school, weekly celebration assembly, termly class workshare assemblies, regular performances.

What do we do when pupils do not meet the expected standards of behaviour?

We have worked with the children to decide on 3 levels of unacceptable behaviours and the appropriate consequences (see Appendix 1).

Strategies for minor infringements might normally include:

- a non-verbal signal (e.g. shake of head)
- ignoring the behaviour
- a private verbal rebuke and reminder of unacceptable behaviour
- repetition of task if necessary
- completing a task in their own time
- change of place within the classroom
- removal from class to an alternative supervised area

When investigating the behaviour teachers will:

- Use restorative strategies
- Check the child understands what she/he is in trouble for, by asking.
- Establish she/he knows the behaviour was unacceptable.
- Explore the effect that behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage children to think of or offer some alternative strategies, problem solve.

Persistent poor behaviour over time will be dealt with by:

- Meeting with parents
- Agreed rewards and sanctions
- Support in place in the classroom (social stories, visual timetables, individual reward systems)
- Monitoring by Deputy Headteacher, SENCO or Headteacher to ensure support is consistent
- Support from outside agencies e.g. Advisory Teaching Service, Educational Psychology Service, and Behaviour Support.

All staff will keep a record of serious incidents of misbehaviour using CPOMS. This is monitored and actioned when appropriate by the headteacher, DDSL or SENDCo.

Where poor behaviour is becoming regular and is having an impact on the learning and day to day workings of the class, the following procedure may be initiated:

1. Behaviour plan
2. Suspension
3. Internal isolation
4. Exclusion

Club Behaviour

If a child attends a club run by a member of staff or by a community member, then it is important that the behaviour policy is followed. Parents will be informed if a child may no longer to attend a club due to poor behaviour.

Specific programmes for individual children

Some children have behaviour that they find hard to control due to having Special Educational Needs (SEN). Our schools will follow the guidelines of the Code of Practice and actions and targets will be additional to and different from the whole school behaviour policy but they will still remain within the general ethos of

the School. We will work closely with parents for children on the SEN register. The Equality Act of 2010 is always taken into consideration.

Physical intervention

Very rarely, a member of staff may be required to physically intervene with a pupil for example, if a pupil was causing danger to themselves or others and needed to be removed. Trained staff will use Team Teach strategies and follow the Physical Restraint Policy.

Exclusions / Suspensions

In the event of a serious behaviour breach, a suspension or exclusion might need to take place and the Exclusion Policy will be followed.

APPENDIX 1 – Examples of unacceptable behaviour and appropriate consequences

Level 1	Level 2	Level 3
• Not listening • Talking over teachers • Not finishing your work • Doodling on whiteboards • Shouting out • Making funny noises • Back chatting • Disrespect • Laughing at other people • Messing around • Pulling faces • Deliberately leaving people out • Fiddling with small objects • Pushing and shoving • Distracting people • Burping at people • Littering • Copying • Rudeness • Not putting in enough effort • Hiding someone's property	• Throwing things at people • Rude words/swearing • Teasing • Screaming/shouting • Constant talking • Going somewhere without asking • Scribbling on other people's work • Verbal abuse and physical abuse • Not doing your work • Misuse of Chromebooks • Lying • Mocking people • Making fun of people • Ruining someone's work • Pouring water on people • Not doing homework • Not following teachers' instructions • Calling people names	• Spitting at someone • Racism • Being homophobic • Offensive words • Graffiti on school property • Leaving school • Stealing • Physical bullying • Threatening people • Throwing heavy things at people • Biting • Violence towards a peer • Violence towards an adult • Breaking other people's things on purpose • Fighting • Kicking or punching in the privates • Life threatening behaviour • Looking at inappropriate things online
• Warning from teacher using stem sentence: If you choose to (wrong choice) this will happen... If you choose to (right choice) then this will happen... • Child to apologise to person involved • Having 1:1 chat with adult ➔ Level 1 behaviours become level 2 if they continue after teacher warning.	• Child to apologise to person involved • Having 1:1 chat with adult • 1 warning from teacher using stem sentence and then consequence if continues: ➔ If during choosing time then child sits out for 5 minutes. ➔ If during lesson time then children miss play/lunch time for 5 minutes OR for length of time it takes for them to complete missed work.	➔ Violence always requires SLT involvement – Taken to DM/AC/TH ➔ Inform parents ➔ Suspension or exclusion