



Light comes through learning

Thrybergh Fullerton C of E's Behaviour Policy

Our overarching ambition is to create an inclusive school where children's behaviour is not only managed but is changed so that they become citizens that contribute positively to the communities they live in. We adopt a therapeutic approach to understand barriers children may have and empower them to take responsibility and find solutions with everyone's support.

At the heart of this policy lies our values

Every child deserves a champion – we will never give up on you. We want you to achieve all the goals you set yourself and more!

At Thrybergh Fullerton, we will insist that you become the best you can possibly be in every way.

We are Respectful

At Thrybergh Fullerton, we show respect by honouring and valuing others. We recognise the worth of every other person and living thing. Fundamental to this is the respect that we show ourselves; we expect everyone to do their best, in everything that they do.

We are Resilient

In life, we all encounter storms - those challenging moments that test our resilience and strength. We equip you with the necessary tools and skills to successfully navigate these storms. We recognise that no one is perfect and place a great emphasis in learning from our mistakes. We will celebrate these as learning opportunities as we move forward together.

We are Honest

Honesty is a direct reflection of our character and, in turn, our character determines our life's achievements. We recognise that honesty is not always easy: it can cause hurt and fracture relationships. As such, we put great emphasis on your inner strength and will help you to develop this further. We expect you to always show honesty and to seek the truth.

We are Courageous

We value courage. We want you to have the confidence and determination to make your own way in life. Courage requires vulnerability. At Thrybergh Fullerton, we recognise and celebrate that vulnerability and make our school a safe place for you to flourish. Our children are courageous and our classrooms are daring!

Though we seemingly hold four main values, this policy is underpinned by our fifth: **Love**. **Love** is our golden thread that weaves its way through all that we do. We teach you to show **love** – to yourselves, to each other, to our communities and to all of God's creations.

To reinforce our values in every aspect of school life, each house represents a school value. At the beginning of every academic year, house leaders share their house value with the whole school community during collective worship.

Moab (Respect) Jericho (Resilience) Hebron (Honesty) Elah (Courage)



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Our school rules apply equally to everyone involved in our school: staff, pupils, parents and visitors.



Our school rules are reinforced continuously by example and by a conscious policy of praise, thanks and encouragement.

Every day, in lots of different ways, our pupils ask: do I matter to you, do you notice me, do I belong here?

Yes, they do matter. Yes, we do notice them each and Yes, they do belong and we aim to show it every day.



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What do we expect from our pupils?

- Children will move quietly and sensibly about the school, never running or shouting.
- Children will hold doors open for others.
- Speak politely to everyone else, using a low voice.
- Greet and welcome all adults and other children as you pass them in the corridor or on school grounds.
- Tuck chairs under their tables every time they leave their seat.
- Follow reasonable instructions given by the teacher.
- Show respect for the opinions and beliefs of others.
- Wear their uniform with pride, shirts tucked in at all times.
- Complete all class work in the manner required.
- Show respect for the working environment keeping their work space organised and clutter free.
- Keep all four legs of the chair on the floor (no swinging) (this may be challenging for certain SEND groups such as ASD and adaption is made accordingly).
- If asking a question, put hand up (no shouting out).
- Listen to someone who is speaking, looking at them (this may be challenging for certain SEND groups such as ASD and adaption is made accordingly).
- Keep the cloakroom tidy and ensure bags and lunchboxes are stored safely.
- Keep the school tidy by using bins properly including picking up all things from the floor even if they are not responsible for them.
- When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave.
- Follow the school rules: **be respectful, be resilient, be honest and be courageous.**

All adults consistently and politely remind children of 'norms' when they see them not being followed.



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What do we expect from staff?

- Establish the norms in and around the school with all children so everyone knows what to expect.
- Display the school rules prominently in every classroom.
- Teach expected behaviour and routines in the same way the curriculum is taught and model practice reinforcing again and again!
- Expect nothing less than high standards and expect the best with no lost learning time.
- Praise at every opportunity; immerse them in a school where good conduct is seen, recognised and expected.
- Greet and welcome all pupils individually on arrival and after lunch.
- Create a swift and purposeful start to lessons.
- Contact parents with positive messages about children's behaviour where it is above and beyond.
- Contact parents as soon as concerns arise about a child's behaviour.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Show respect for the working environment, keeping the classroom organised and clutter free.
- Manage class cloakrooms and reinforce expectations for shared areas in school.
- Speak politely to everyone else, using a low voice (shouting should be avoided unless a member of the school community is in danger).
- Look smart and professional.
- Raise concerns to a member of the senior leadership team with openness, honesty and integrity.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.
- Follow the school rules: **be respectful, be resilient, be honest and be courageous.**
- **Model our deeply Christian vision and aims. We expect positive habits and behaviour will be shown by all.**



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What do we expect from parents and carers?

Most importantly: support, understand and uphold our policy. Teaching children to take responsibility within established rules they understand is important. It helps them feel safe and grow up to be prosocial and well-rounded individuals with positive self-esteem. It prepares them for life beyond school. We ask parents to enforce the necessary rules and limits alongside the school in a firm but gentle manner. Your children will thank you for it.

- **Work in partnership with staff to ensure positive behaviour is developed.**
- Send children to school on time and maintain good attendance of at least 97%.
- Send children with full school PE kit (see separate policy).
- Send children to school in full agreed school uniform (see separate policy).
- Inform staff of any concerns or issues that impact on their well-being.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Trust us, as a school community. Sometimes messages may be difficult to hear but please remember that we want the very best for and expect the very best from your child.
- Don't make excuses for your child's behaviour. Every child tests limits, makes mistakes and pushes the boundaries from time to time. We are not judging you.
- Hold your child to account for their behaviours and actions.
- Establish healthy routines, limits and boundaries at home to ensure they are prepared for school each day.
- Encourage and support children to complete home learning expectations.
- Follow and model the school rules: **be respectful, be resilient, be honest and be courageous.**
- We expect adults in the school to conduct themselves appropriately as role models for the children.

The school and DSAT consider any threatening, abusive or violent behaviour to be a very serious matter. This type of behaviour causes extreme distress to all concerned and it is not acceptable. Aggressive and threatening behaviour will not be tolerated on school premises. Permission to be on school premises can be withdrawn.



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Recognition

Rewards

- House points are awarded for outstanding effort and exceptional quality work as well as for any child who has shown positive attitudes that go above and beyond the normal high expectation.
- During Friday celebration assembly, house leaders will announce house winners and update the leadership board. Each half term, the house with the most points is rewarded. Each member of the winning house will be awarded a house badge to wear with pride.
- House points are never taken away.
- The four houses are: **Moab – Respect, Jericho - Resilience, Hebron – Honesty and Elah - Courage**. School staff are also allocated a house.
- We use a house system to encourage a sense of community.
- More information about Houses can be found on our website.

Celebration Assembly

- One child from each class will be awarded a certificate to celebrate excellent learning, work or behaviour.
- Class teachers celebrate the children presented with the award on Class Dojo.



Other ways to recognise success

- Phone call home.
- Letter, message on Class Dojo.
- Headteacher commendation.
- Sending child to share good work/behaviour with another class/teacher/headteacher (arrange a good time).
- Work may be displayed in public areas around the school.
- Mention on the website.
- Inviting parents in to share good work after school.
- Positive comments on child's work/ behaviour.
- Publication of work.
- Verbal thanks, praise, encouragement - in private – and in public.
- Headteacher library.

Positive recognition for behaviour and learning is a focus and given priority at Thrybergh Fullerton Primary School. Rewarding good behaviour must be the norm and it is the responsibility of all adults in school. It must be remembered that good work and good behaviour go hand in hand. Raising the self-esteem of every child is a priority. Children who are appropriately challenged and experience success feel a sense of achievement, pride and self-worth. Be generous!