



Thornton Primary School

Behaviour and Effort

Love, Respect, Ambition

‘Going for **Gold**’

Each child is unique and will be valued, nurtured and inspired. They will learn in a caring, happy and safe environment where they will be challenged to reach their goals for the future.

Our Three School Rules

- **Be Responsible** for your behaviour and your learning.
- **Be Ready** to work hard, listen and do as you are asked.
- **Be Kind**, respect yourself, our community and our school

Our School Values

- Love • Respect • Ambition



Our School's Key Learning Behaviours

- Active Listening
- Resilience
- Pride

The Positive Behaviour System

All children begin the day at the start.

Bronze/1 Team Point: A child moves up to bronze if they have put lots of effort into their work, are following the school rules consistently and being a role model to others.

Silver/ 3 Team Points: Any child who moves up to silver has worked very hard for a sustained period of time. The period of time is to be decided upon by the class teacher and is specific to the individual child. Any child who achieves silver wins a raffle ticket for a prize that will be drawn in assembly on Friday.

Gold/5 Team Points: A child who reaches gold has done so because they have gone above and beyond what is expected from them in one or more area. They will receive a golden ticket home that tells their parents how well they have done that day.



Types of Behaviours

The table below provides examples of what outstanding behaviour looks like as well as low, moderate and high level concerning behaviours.

Outstanding Behaviour	Low-Level	Moderate-Level	High-Level
Positive attitude towards their own learning.	Off Task/needs regular reminders to get on task.	Repeated disruptive behaviour stopping themselves or others from working.	Sexual Assault or Harm towards a peer.
Exemplary role model to other children.	Poor use of manners to staff and other children.	Refusal to complete work/task.	Intentional physical assault on a peer or adult.
Helpful/keen to carry out additional roles around school.	Unable to make appropriate choices when working independently.	Walking out of class/area of school they should be in without permission.	Purposeful damage to furniture or school equipment.
Moves around school with purpose	Running in communal areas of school.	Poor attitude to learning.	Bullying other children in school or online.
Works hard to produce work to at least their expected level.	Attempting to distract another child from their learning.	Repeated Low-Level issues.	Use of inappropriate language/swearing.
Asks relevant questions and will volunteer answers.	Name calling.		
Rarely/never off task.	Causing fallings out with friends.		
Rarely/never needs to be reminded about behaviour expectations.			

When our children make a mistake/do not follow the school rules, we will act in a way that educates our children so that they are able to learn from any mistakes that are made. Our children have told us (Summer 2022) that the best way for them to learn from the mistakes they make relating to behaviour, is for a conversation to be held so that they are able to reflect on what has happened and decide how to put things right. All discussions about behaviour will take place in private to respect the child's dignity.

Decision for SLT

When a High-Level behaviour incident occurs, this is shared with a member of the SLT, details of who to report to are below:

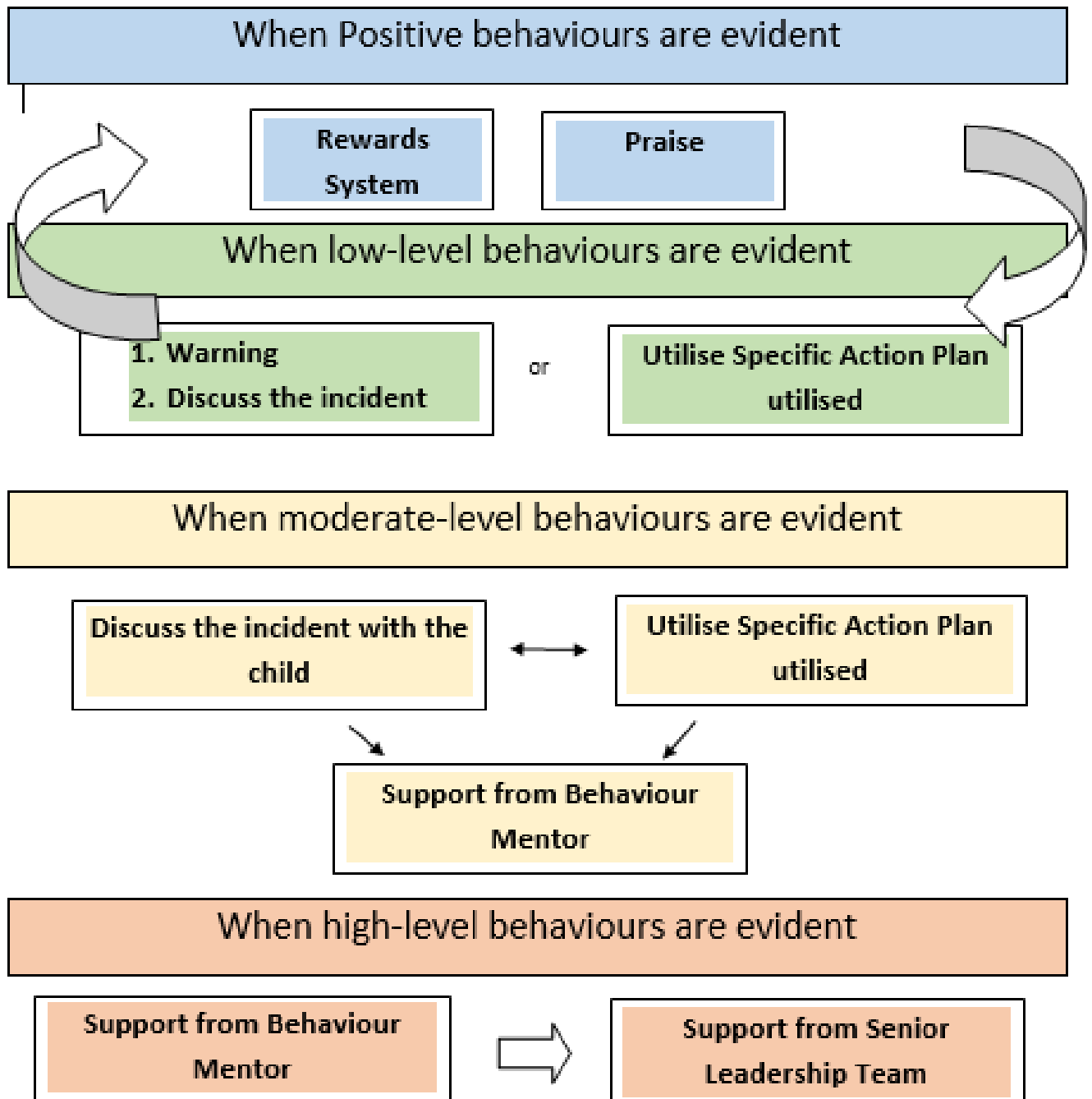
Monday DA, Tuesday am DA, pm BB, Wednesday BB, Thursday DA, Friday LC



The member of the SLT will make a decision about how to deal with the issue in line with our Behaviour Management Policy and Moderate/Serious Behaviour Incident Appendix. Any incident will be fully investigated before a decision about the appropriate sanction is taken. Examples of sanctions that might be made are:

- A discussion is had about the seriousness of the incident and how the child can learn from the issue and reflect on what they can improve.
- A child is placed on Report. This means that the child must 'Report' to the member of SLT on duty for behaviour that day with their Report Card at break, lunch and during the mid-way point in the afternoon.
- A child is asked to work outside of the classroom with a member of staff from their classroom/the Behaviour Mentor.
- A fixed-term exclusion is issued (this will be discussed with the Headteacher first).
- A permanent exclusion is issued (this can only be decided by the Headteacher and will be avoided wherever possible).

This document works in collaboration with the Behaviour Management Policy.



Positive Behaviour Management is everyone's responsibility.