



Thornaby Church of England Primary School

Inclusion (Behaviour and Bullying)

AIMS.

To provide a framework of continuity and consistency of approach to behaviour which will ensure that every pupil within this school has access to the curriculum, and is encouraged to work to the best of their ability. This is in line with the Children's Act, Racial Equality Act 2002 and Every Child Matters.

OBJECTIVES	STRATEGIES FOR IMPLEMENTATION
<p>1. To achieve the above aim, curriculum access will take place in an atmosphere of calm, where every pupil is valued, treated with respect, and respects both themselves and others within the environs.</p>	<p>When addressing pupils, teachers are aware that positive language and the use of tone and volume in their voices can have a marked impact. The teachers in this school know that to earn respect, it has to be given. This is reflected in the daily communication between adults and children. Teachers work with their pupils to create a personal definition of "respect". This is done in Circle Time and reinforces the skills needed within the classroom (listening, turn taking, etc.)</p>
<p>2. To encourage self-esteem and demand pride in achievement.</p>	<p>Teachers use of positive praise to compliment achievement. This is done by:</p> <ul style="list-style-type: none"> • Displays of "best/tried hard" work. • Differentiated work to match ability. • Own classroom management/housekeeping.
<p>3. To accept responsibility for their own actions.</p>	<p>Teachers take time to explain our school's expectations in terms of behaviour as well as our class and school rules. The use of sanctions for those children who do not behave are clearly explained to parents and children regularly. Circle Time is used to explore what we mean by responsibility.</p>
<p>4. To take ownership of their own behaviour.</p>	<p>Circle Time is used to discuss/promulgate acceptable/sensible behaviour. Praise is given (within reason) when pupil admits to unacceptable behaviour to reinforce that they have</p>

	recognised this as poor behaviour.
5. To become aware of their responsibilities within the local community.	PHSE/Citizenship time is used to discuss community (school and local) issues e.g. litter graffiti etc. Circle Time is used to develop this. Teachers sensitively use members of the wider community (grandparents, elderly neighbours of the school, neighbours from multi-cultural minorities) to support the curriculum. Citizenship Days are incorporated into the KS2 timetable.
6. To provide extra support for those pupils deemed to have major behavioural problems/ difficulties. This will be a joint effort with the Behaviour for Learning School Support Team	Only after all normal sanctions have been exhausted, referral to Behaviour for Learning team through the SENCO. Extra strategies will be given by that team to be implemented. These will be monitored closely.
7. To continue to create an atmosphere of mutual trust, where pupils have the confidence to feel that they can discuss problems and difficulties with staff.	Teachers do not use "put downs" or sibling comparisons. Teachers seek to reinforce the message that we like and cherish all of our children but don't always like their behaviour. The unacceptable behaviour is not tolerated. Circle Time is used to promote trust between teacher/pupil/pupils. Pupil confidentiality is acknowledged and respected wherever possible.
8. To promote an ethos where bullying (the sustained targeting and deliberate provocation, verbally or physically by a person/persons toward another person/group on grounds of eg. race or disability) is actively discouraged.	Teachers spend time making sure that the children understand the agreed definition of the word 'bullying'. Teachers are aware of any allegations of bullying and investigate immediately. Assembly time is regularly used to keep the anti-bullying message fresh. Anti-bullying week is incorporated into SEAL in November. The School Council is sometimes involved in monitoring children's opinions of 'bullying' issues. Key Stage Two children are trained as Playground Friends and support the play behaviour of children in K.S. 1. Teachers use Circle Time in order that pupils can explore their ideas and solutions with regard to bullying issues.

CONCLUSION.

The behaviour at Thornaby Church of England Primary School is, in the main, excellent. On the rare occasion when a child misbehaves, incidents are dealt with quickly and positively.

It can be a very emotive issue for children, parents and teachers.

Therefore, when dealing with behaviour issues, all staff at Thornaby Church of England Primary School aim to remain calm, impartial, fair and decisive.

Teachers try never to give "blanket" punishments/sanctions. In the main, teachers will deal with the pupil privately and sensitively.

Sanction/punishment fit the behaviour e.g. "three strikes and you're out", before using the ultimate sanction. Teachers role model the behaviour they wish to see/hear. Should the child not respond to the sanctions/praise issued by the class teacher they will be spoken to, in the first instance, by the Team Leader. If further action is still required the Deputy Head and then finally the Head teacher will become involved. Parents will be contacted at any point along this continuum as is seen appropriate to individual cases.

The teachers at Thornaby Church of England Primary School celebrate good relationships with their pupils. Just as children are told not to be afraid to make mistakes, teachers also share their mistakes too. In being prepared to apologise if we get it wrong, the adults are role-modelling good behaviour.

If you have any comments, please come and talk to the School or the Governing Body with regard to this policy.