



What can parents do to help?

At Thameside Primary School we acknowledge that parents have a vital role in promoting good behaviour and so effective home/school communication is very important, which is why we value parents' support.

Adults modelling effective self-regulation at home and school supports a child to make friends and progress in their learning.

The school expects that parents will give their full support in dealing with their child's behaviour. We ask parents:

- * to respond positively to staff requesting a discussion regarding any concerns about their child's behaviour
- * to keep us informed of behaviour difficulties they may be experiencing at home
- * inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- * inform us about their child's ill health and any absences connected with it
- * to support any action plans agreed
- * to ensure their child complies to the mobile phone agreement & walking to/from school alone promise in Years 5&6



Rights Respecting Schools

We are a Rights Respecting School (RRS). The Behaviour policy links to:

Article 28: Children have the right to a primary education. Discipline in schools should respect children's dignity.

At the beginning of the year, the class and the teacher agree on class charters which are linked to the school values and The United Nations Convention of the Rights of the Child (UNCRC). Class charters are displayed in every classroom. In this way, every child knows the expected standard of behaviour.



This leaflet is a summary of our behaviour policy. If you would like a copy, please ask at the school office or download from our website. If you have any questions about this policy, please talk to your child's class teacher in the first instance.



Thameside Primary School

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Behaviour Policy

Information for parents & carers

2021-22



Thameside Primary School follows the **therapeutic thinking** approach to behaviour which is endorsed by Brighter Futures for Children (responsible for delivering Children's Social

Care, Early Help and Education services across Reading).

What is therapeutic thinking?

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone involved. **Prosocial** is behaviour which is positive and benefits other people or society. **Unsocial** behaviour is where there is a lack in effort to behave sociably in the company of others, but not to the detriment of others. **Antisocial** behaviour is that which causes harm or distress to an individual, a group, to the community or the environment. All children have the right to learn in a safe environment and antisocial behaviour infringes on these rights.

Expectations of Thameside Children

- To adhere to their class charter
- To be ambassadors of the Thameside values
- To treat adults and other children with respect and politeness.
- To help to make the school a clean and pleasant place to be.
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour.
- To celebrate differences and have an understanding of the difference between wants and needs.



Our behaviour principles:

1. It is the inappropriate behaviour that is rejected, not the child
2. Adults should keep the situation calm and model good self-regulation
3. A child's success at reducing inappropriate behaviour should be acknowledged
4. Children must be guided to accept responsibility for their actions (conscious or unconscious) and their consequences, both intended and unintended. It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

Good behaviour is expected from all pupils at all times and will be acknowledged through:

1. Verbal personal and constructive recognition by adults and peers.
2. Informing parents/carers of their child's achievements through a Values Postcard or text message
3. Class or key stage assemblies.
4. Certificates presented in assemblies.
5. A position of responsibility e.g. prefect, school council, eco-council, peer mentor, librarian
6. Proud clouds in EYFS, Star of the Week in KS1
7. Work and/or effort celebrated on twitter and/or photocopied and sent home for parents
8. Values ambassador badges in Year 6



We are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children **need** to succeed and **not** what they **want**.



Equality is treating everybody the same.

Equity is giving everyone what they **need** to achieve success.

Therefore, we ask parents to understand that some children at our school require a **differentiated approach** with their behaviour.

We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child. The school employs a number of consequences to enforce the school values and class charters and to help the children learn how their actions have affected others and what they should do in the future. This helps us to build a safe and positive learning environment. We employ each consequence appropriately and fairly to each individual situation. See the Behaviour Ladder in the appendix of our policy for more examples of consequences.

We believe it is our duty to promote, encourage and teach positive behaviour and not just react to that which is unacceptable. Behaviour can be taught in various ways:

- Thameside's personalised PSCE curriculum
- Relationships
- Role modelling
- Advocacy of the school values
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour e.g. prosocial ways of accessing rest breaks for those who need to leave the classroom
- Rewards and positive reinforcement (we do not use bribes)
- Feedback and recognition
- Comfort and forgiveness