



### **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



### ***Progressing together: inside and out.***

At Thameside Primary School, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. As a result, our Behaviour Curriculum has been designed to build our pupils' character, preparing them for a successful future.

Through our Behaviour Curriculum, we teach prosocial behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave pro-socially and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our Behaviour Curriculum is designed to be accessible for pupils from Foundation stage to Year 6 and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed.

**For more information on our school Behaviour Curriculum, please visit the school website.**

This leaflet is a summary of our Relationships & 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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## **Relationships & Behaviour Policy**

***Information for parents & carers***

**2025-26**

### Thameside Primary School's statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspension & Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



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). **Therapeutic thinking** is an approach to behaviour that prioritises the experiences and feelings of everyone involved.

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.

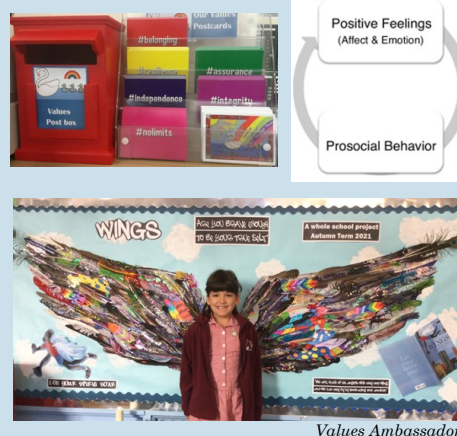
**We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.** The school employs a number of consequences to enforce the school values and class charters and to help the children learn how their actions have affected others and what they 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 p.9 onwards in our policy for 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:**

- Our Behaviour Curriculum
- Our personalised PSHE curriculum
- Relationships
- Role modelling
- Advocacy of the school values
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour
- Rewards and positive reinforcement (we do not use bribes)
- Feedback and recognition
- Comfort and forgiveness

Positive behaviour will be rewarded with:

- Verbal personal and constructive recognition by adults and peers in the classroom and around the school site
- Informing parents/carers of their child's achievements verbally or through a Values Postcard or text message
- Class or key stage assemblies.
- Certificates and badges (e.g. for Accelerated Reader) presented in assemblies.
- A position of responsibility e.g. prefect, school council, peer mentor, librarian, sports leader or being entrusted with particular decision or project
- Proud clouds in EYFS, Star of the Week in Rainbow Room
- Work and positive attitudes are celebrated on twitter and/or photocopied and sent home for parents
- Values ambassador status (2 pupils selected per class per academic year) and termly reward activities
- The trust given to children showing pro-social behaviour e.g. the freedom to play with peers on the playground
- Whole-class or year group rewards, such as a popular activity
- For some children, this may involve working towards individual rewards which are flexible and adapted and revised according to circumstances



**WE ALL BELONG HERE**



Thameside pupils are expected to:

- Show respect through positive actions which generate positive feelings in other people
- Be kind to each other and celebrate each other's differences
- Make it possible for everyone to learn in class
- Move safely, quietly and calmly around the school
- Treat the school buildings and school property with care and pride
- Show their sense of belonging through wearing the correct uniform
- Accept consequences as fair when given
- Show the school values at all times, including when outside school or online



**As an Inside Out school, we recognise the links between behaviour and mental health.**

We have a Social Emotional Mental Health & Wellbeing Guidance to support pupils and families. It is full of support, advice and helpful signposts. If you are concerned that your child may have a mental health difficulty, please speak to the school - we'd like to help.

