

Behaviour – appendix

Thrumpton Primary Academy

September 2024

Contents

1	Aims and objectives.....	3
2	Managing behaviour	3
3	The behaviour system	3
4	Rewards and sanctions	7
5	Entry and exit routines and expectations	18
6	Uniform and use of mobile / smart phones and other media	19
7	Absence, punctuality, and lateness.....	19
8	Representing the academy off-site.....	19

1 Aims and objectives

Academy statement

We follow the over-arching guidance set out in the [Trust Behaviour Policy](#).

In addition to the policy, our local academy appendix outlines specific operational approaches to managing behaviour below.

2 Managing behaviour

Managing behaviour is a shared responsibility of all staff at the academy. All staff have a duty to model and always uphold the highest standards of behaviour, both in lessons and unstructured time. In addition, the following key staff members at the academy have specific roles in leading behaviour:

Mrs Rebecca Hurley (Principal and Designated Safeguarding Lead)

Mrs Katie Bishop (Assistant Principal, Behaviour Lead and Deputy Designated Safeguarding Lead)

Mrs Amanda Palfreyman (Family Support Advisor and Deputy Designated Safeguarding Lead)

3 The behaviour system

It is the primary aim of Thrumpton Primary Academy that every member of Team Thrumpton feels valued and respected, happy and safe. We are a caring community, built on mutual trust and respect for all.

All members of Team Thrumpton (children and staff) work together to promote the Team Thrumpton Traits and aim to 'Be The Best We Can Be'. All members of the academy community have a role and responsibility in promoting and modelling these traits which are part of our culture.



Our policy is based on an underst:



- **Behaviour is a form of communication of an unmet need.** Therefore, to change behaviour, we must respond to the unmet need. We recognise the importance of early intervention and aim to identify where children are struggling or unsettled before situations escalate.
- **Children's behaviour cannot be fully understood in isolation,** without considering their individual influences. We therefore speak with adults at home at a very early stage where there are concerns and seek support where necessary in line with the Safeguarding Policy.
- **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems.

Our Behaviour Policy aims to help children grow in a safe and secure environment, and to become positive, responsible, respectful and increasingly independent members of the team.

Our policy is built upon a relationship-based approach. We purposefully forge positive relationships with all children, including those who demonstrate challenging behaviour, so that they feel valued and part of the class/academy team.

Class teachers are primarily responsible for managing children's behaviour effectively in line with the requirements of the Teacher Standards.

We always focus on the positives when talking with families and children and any individual behaviour / regulation plans have a stronger focus on positive reinforcement.

We recognise that change and transitions can lead to insecurity in children and result in negative behaviour. We ensure that timetables are displayed in every class and ensure children are well prepared for change or transitions.

Entitlement to the curriculum is statutory and we therefore do not use withdrawal from lessons or academy activities as a sanction unless it is considered unsafe and/or built into a behaviour / regulation plans.

We establish the cause of behaviour issues by investigating fully and ensure that children understand the reasons for any consequence. Children are encouraged to reflect on their behaviour choices and on the impact that their behaviour has on others.

Social and emotional support and well-being

We aim to support children in their behaviour, relationships and social learning as we do with other areas of the curriculum. Just as in other areas of the curriculum "one way does not fit all" neither does our behaviour, relationships, and social skills curriculum. Children will be at different starting points and need to be taught these skills. We therefore plan opportunities such as weekly Personal, Social, Health and Economic (PSHE) lessons, Circle Time and access to Nurture group where these skills are taught. We model and encourage good behavioural, relationship and social skills at all times.

In order to support the well-being and emotional resilience of our children, we draw on the principles the Take 5 initiative within the academy. The Take 5 project involves grounding and breathing exercises with the aim to develop a greater sense of personal wellbeing. It enables children to manage stress and navigate challenging situations more effectively and increases their ability to focus and concentrate. Take 5 takes place in classes after lunch and at other times throughout the day if necessary.

We also employ a Family Support Advisor and offer Nurture intervention / mental health first aid to support children and families who may require additional social or emotional support.

Negative behaviours can be an indication of low self-esteem. We use strategies which focus on the positive and address the behaviour not the child and not in front of others. Often children who struggle with behaviour feel isolated emotionally. We therefore aim to use strategies which include the child and enable them to participate within the class / academy.

How will staff behave?

1. Staff will always adopt a calm, consistent and fair approach to managing behaviour.
2. Staff will remove any personal emotion from the situation.
3. Staff will be 'relentlessly bothered' and invest in getting to know our children and therefore build 'emotional currency'.
4. Staff will give first attention to best conduct.
5. Staff will meet and greet our children with a smile.
6. Staff will recognise children who are 'going the extra mile' in their conduct and learning.

Our Rules



Be Ready! By Be Ready – we mean that our children need to be ready for learning. They need to be ready for academy in the correct uniform with the correct equipment and on time.

Be Respectful! By Be Respectful – we mean that our children need to follow instructions. They need to treat others kindly and listen to others. Children need to be respectful by using their manners and looking after our academy, equipment and belongings. They need to treat everybody as they would like to be treated.

Be Safe! By Be Safe – we mean that children should not hurt others or behave dangerously. They should walk around academy and follow our health and safety rules such as picking up things from the floor, so others don't trip.

Relentless Routines

Staff will be relentless in the pursuit of our three key routines.

1. **Use of manners** – we expect all of our children and staff to use please and thank you, to greet each other around academy and to not interrupt conversations.
2. **Moving calmly around academy**
3. **Entering and leaving classrooms, hall etc. in a calm and orderly manner** (Entry and exit)

We ensure children are clear about our Team Thrumpton Traits by agreeing and displaying them. We revisit these regularly as part of our curriculum and everyday practice.

We praise frequently and ensure more praise than correction. Our day-to-day behaviour system is based on rewarding positive behaviour and providing an incentive for it.

We have the expectation that ALL children will be well behaved.

We also reward through responsibility and allocation of jobs. When individual behaviour / regulation plans are in place, we try to use rewards which give responsibility as these are often better and more meaningful than 'treats' as these build on positive 'desirable' behaviours and self-esteem.

Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a

consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals, they respect adults and accept their authority.

All staff

1. Meet and greet at the door.
2. Refer to 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a visible recognition board within classrooms.
6. Be calm and give 'take up time' when going through the steps. *Prevent before sanctions.*
7. Follow up every time, retain ownership and engage in restorative conversations with children.
8. Never ignore or walk past children who are behaving in a way that is not in line with how we do things here.

Senior leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children
- Be a visible presence around academy
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess academy wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Take time to welcome children at the start of the day

4 Rewards and sanctions

We recognise and reward learners who go 'the extra mile' to 'Be The Best They Can Be'.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. ***'It is not what you give but the way that you give it that counts.'*** The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

At classroom level:

1. **Praise**
2. Name on the **Recognition Board** (Linked to the academy rules, Team Thrumpton Traits or a cohort appropriate behaviour).
3. **TT Points** (Working towards Gold [500], Silver [250] and Bronze [100] TT Points awards)
4. **Celebration assembly** – Spread the good news mention in assembly
5. **Be The Best You Can Be Hot Chocolate Friday**
6. **Going the extra mile award** (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)
7. **Golden Card** (A card sent home for exceptional behaviour, e.g., charity or community work).

At academy level:

1. **Praise**
2. **TT Points** (Working towards Gold [500], Silver [250] and Bronze [100] TT Points awards)
3. **Principal Star award** (Children can be sent to the Principal for recognition of an exceptional piece of learning, achievement or behaviour. The child will receive a Star Award wristband and a Principal's Star of the Week points. They will also receive a message home to inform parents / carers and their achievement will be celebrated on the weekly newsletter.)
4. **Going the extra mile award** (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)
5. **Golden Card** (A card sent home for exceptional behaviour, e.g., charity or community work).

At lunchtime:

1. **Praise**
2. **TT Points** (Working towards Gold [500], Silver [250] and Bronze [100] TT Points awards)
3. **Going the extra mile award** (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)
4. **Be The Best You Can Be Hot Chocolate Friday**

Be The Best You Can Be Fridays

The idea of Be The Best You Can Be Friday is for the Principal or senior member of staff to invite two children from each class who have been the best they can be every single day during the week

to share a hot drink and a chat together. It is an opportunity to spend time with members of the academy who get on quietly but don't always get the recognition that they deserve. It is a ripple of recognition of those children who always do the right thing.

Teachers will select two children each week for the principal or senior member of staff to invite. Where there are more than two children who could attend, the names of all of the children will be put into a hat and drawn out at random to ensure fairness.

There are also weekly awards for Times Table Rock Stars, our maths web-based resources. The top scorers across the academy on Times Table Rockstars will be acknowledged in Friday assembly and receive TT Points in acknowledgement (1st – 5 / 2nd – 4 / 3rd – 2).

Managing behaviour: Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Where this does not work, we follow our step approach. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see.

All children must be given 'take up time' in between steps.

Step	Action
Step 1: Reminder of the rules	<ul style="list-style-type: none"> ✓ A reminder of the expectations (Be Ready, Be Respectful, Be Safe) delivered privately where possible. ✓ Repeat reminders if necessary. <p><i>Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.</i></p>
Step 2: Warning	<ul style="list-style-type: none"> ✓ A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. ✓ Use 'Think carefully about your next step.' 'Let's get back on track'. <p><i>Where a visual prompt is required, use a 'Let's get back on track card' to highlight the step the child has reached.</i></p>
Step 3: Last chance Moved to reflection	<ul style="list-style-type: none"> ✓ Speak to the child privately and give them a final opportunity to engage. ✓ Offer a positive choice to do so and refer to previous examples of good behaviour. ✓ Use the 30 second scripted intervention <p>I noticed you are... It was the rule about ... that you broke. You have chosen to... Do you remember last week when you ... ? That is who I need to see today. (Give take up time.)</p> <ul style="list-style-type: none"> ✓ Attach 'Stay behind after the lesson, at break, lunch, take time out to reflect on the choices you are making' to this step. It cannot be removed, reduced or substituted. <p><i>If there are secondary behaviours, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.</i></p>

Step	Action
Step 4: Reflection	<ul style="list-style-type: none"> ✓ Time out is spent reflecting on behaviour choices during playtimes or lunchtime. <i>Reflection frames can be used to support this if necessary.</i> ✓ Following an incident, children may need a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Children should only stand outside classrooms / sit in the library if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. <i>Remember to go and invite them back into the classroom once they are calm and ready.</i> ✓ If the step above is unsuccessful, or if a child refuses to take a time out then the child will be asked to leave the room. Children can be sent to another classroom for time to compose themselves or to the library. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. ✓ If children refuse to move, walk away and address the behaviour once the rest of the class have left. ✓ If the situation is dangerous, remove the rest of the class or send your red card for support.
Step 5: Repair	<ul style="list-style-type: none"> ✓ Restorative conversation takes place. This could be a brief chat or a more formal meeting. ✓ Use the restorative conversation prompts to support this.

Let's get back on track cards may be used as visual reminder to the child as to the step they are on. These are placed discreetly in front of the child. These are used at staff's discretion.

If a child reaches the last chance step, time must be given to the child to reflect on their choices and the incident and consequence recorded on SIMS. Repeated low-level behaviours resulting in a child being warned may also be logged when and if necessary to identify triggers and patterns.

Every effort is made to follow through with the consequence on the same day so that the child can start fresh the following morning

Any time out, playtime / lunchtime missed must be supervised.

Children are encouraged to apologise meaningfully to adults and children that may have been impacted by their behaviour. However, these cannot be forced. Where appropriate, letters of apology are written by the child.

Where appropriate, class Circle Time or discussion may be utilised to resolve and explore behaviour incidents.

Where there are several incidents of concern during a one-week period or short period of time, teachers will discuss this with parents or carers.

Parents may be asked to contribute towards any equipment that has been misused, damaged or broken by a child.

It is important that children are clear about the undesirable behaviour, its impact on others and how they can change this. If felt necessary by members of staff, children may be asked to take

playtimes inside, to support and encourage them to have successful and happy playtimes. This would only be used as a temporary measure.

Where children are displaying behaviours of concern and the policy is proving insufficient / ineffective, the class teacher should decide whether to proceed along the Behaviour Pathway. Certain types of behaviours also need very clear consequences. (See Consequences Chart below).

Any racist, homophobic or discriminatory comments must be recorded on SIMS and brought to the principal's attention.

Managing behaviours: Lunchtimes

All Midday Supervisors follow the guidance in this policy.

They will:

- Reinforce positive behaviour with praise, TT Points, Hot Chocolate Friday and Going the extra mile awards.
- Recognise effort and positive behaviour by praising frequently both in the hall and outside
- Support positive play
- Monitor well so that any arising issues can be identified
- Intervene early
- Listen to children to establish the situation
- Ensure children understand what is wrong and what the desired behaviour should be
- Allocate time out where appropriate – Child to stand with Midday supervisor or in allocated time out spot.
- Report issues on SIMs at the end of lunch and let Class Teacher's know of any issues and 'Reflection: Time Outs'.
- Follow behaviour / regulation plans where appropriate
- Seek support from Senior staff where necessary
- Seek support where a high-level situation arises (Red Card to staff room).

Managing behaviours: Playtimes

Reflection: Timeout and a restorative conversation is used to manage inappropriate behaviours at playtimes.

	Behaviour	Consequence
Low level behaviours	<p>Examples include:</p> <ul style="list-style-type: none"> Behaving in an unfriendly way towards another child and excluding others Talking out of turn / Calling out Disturbing / Disrupting the learning of others Being off task Ignoring instructions Not respecting academy equipment Speaking or behaving disrespectfully Breaking the academy rules 	<p>Follow:</p> <p>Step 1: Rules Reminder</p> <p>Step 2: Warning</p> <p>Step 3: Reflection: Time Out / Missed break time</p> <p>Step 4: Repair: Restorative conversation</p> <p>If there are repeated incidences within a short period of time, adults at home are invited into the academy to discuss the behaviour. The pathway for high level behaviours will then be followed.</p>
High level behaviours	<p>Examples include:</p> <ul style="list-style-type: none"> Physical or verbal abuse directed at another child or adult Dangerous, threatening behaviour Serious damage to academy equipment Fighting Continuing to ignore instructions / Refusal Spitting at others 	<p>Within a half term</p> <p>1st Offence*:</p> <ul style="list-style-type: none"> Reflection: Time Out / Missed playtime / lunchtime Repair: Restorative Conversation Adults at home informed <p>2nd Offence*:</p> <ul style="list-style-type: none"> Reflection: Time Out / Missed playtime / lunchtime Repair: Restorative Conversation Letter sent home Meeting held with adults at home, class teacher, senior leader to discuss behaviour and next steps <p>3rd Offence:</p> <ul style="list-style-type: none"> Internal suspension <p>4th Offence:</p> <ul style="list-style-type: none"> Fixed term suspension <p><i>*Where behaviour is considered dangerous and unsafe, exclusions / suspensions may be issued.</i></p>

Consequences Chart		
	Behaviour	Consequence
High level behaviours	Swearing including gestures	<p>Within a half term</p> <p>1st Offence*:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Discussion and education around language used <p>2nd Offence*:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Swearing notification sent home <p>3rd Offence:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Swearing notification sent home ▪ Meeting held with adults at home, class teacher, senior leader to discuss behaviour and next steps. <p>*Where swearing is directed directly at another person (children and staff), staff will contact adults at home to discuss the language used.</p>
	Using racist, homophobic, discriminatory language	<p>1st Offence:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Discussion and education around language used ▪ Adults at home informed <p>2nd Offence:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Letter sent home ▪ Meeting held with adults at home, class teacher, senior leader to discuss behaviour and next steps ▪ Other agencies such as the Police are contacted for discussion and education around language used <p>3rd Offence:</p> <ul style="list-style-type: none"> ▪ Internal suspension <p>4th Offence:</p> <ul style="list-style-type: none"> ▪ Fixed term suspension
	Stealing	<p>1st Offence:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Discussion and education around the law and stealing ▪ Adults at home informed <p>2nd Offence:</p> <ul style="list-style-type: none"> ▪ Reflection: Time Out / Missed playtime / lunchtime ▪ Repair: Restorative Conversation ▪ Letter sent home ▪ Meeting held with adults at home, class teacher, senior leader to discuss behaviour and next steps ▪ Other agencies such as the Police are contacted for discussion and education around language used

Restorative approaches allow adults to model emotional literacy and develop the student's empathy, so that their drive to behave in a negative way is challenged not by sanctions, but by the impact the behaviour has on others in society. It is not about using fear to force a person to change behaviour or make amends, but instead using structured conversation to make them accountable for what they choose to do.

Restorative conversations are a core part of repairing damage to trust between staff and children and in teaching children about the wider impact of their behaviour choices.

Our restorative conversations are structured in six steps. Red questions are used with younger children.

Key restorative questions

The restorative approach focuses on key questions:

- **What happened?**
- **What were you thinking?**
- **How did this make people feel?**
- **Who else has been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

- **What happened?**

It is important to listen carefully to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement. Take care how you present your views.

- **What were you thinking?**

This reflection helps the child to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts sent them down the wrong path.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To

think about the impact of their behaviour on classmates who were worried by anger, visitors who were shocked or younger children who were scared.

- **Who else has been affected?**

In time, this reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching children to use their conscience.

- **What should we do to put things right?**

- **How can we do things differently in the future?**

Concerning behaviour

Thrumpton Primary Academy works closely with the Bassetlaw Behaviour Partnership.

Where there is concern regarding behaviour or a change in behaviour, teachers follow the graduated response to behaviour agreed by the Bassetlaw Behaviour Partnership (See Thrumpton Primary Academy Behaviour Pathway).

This is based on the principles that:

- most issues can be corrected through early intervention and alterations to classroom practice
- families are fully aware, consulted and involved
- there is guidance for strategies
- staff feel supported in the escalation process where classroom adjustments have not led to improvement or behaviours are severe
- the role of the SENCo is clear and not relied upon to manage behaviour
- Senior Leaders in the academy are involved in an appropriate way and at an appropriate level

Support from families

All parents/carers/families, in the promotion of positive behaviour, are expected to:

- talk to their children about the academy expectations of work and behaviour
- encourage children to discuss problems
- attend parent's evening and communicate with the academy any concerns/issues which may affect their child's behaviour/learning
- ensure that their child attends academy every day possible and on time

- behave in an appropriate manner towards all staff and children within the academy, e.g., speak to staff and pupils calmly and with respect
- support the decisions made by school and share any differing opinions in a calm and polite manner with staff
- encourage children to use good manners
- praise children for positive recognition received at academy

Parents, carers and adults at home play a vital role in promoting good behaviour in the academy and so effective home/academy liaison is very important.

It is important that teachers can depend on parent's full support in dealing with their child's behaviour.

To support parents and families, the academy community will endeavour to achieve good home/academy liaison by:

- promoting a welcoming environment within the academy
- giving parents and adults at home regular constructive and positive comments on their child's work and behaviour
- communicating regular information about academy events, achievements and issues of concern
- encouraging parents to come into academy on occasions other than parents' evenings
- keeping parent informed of academy activities by letter, newsletter, Weduc.
- involving parents at an early stage in any disciplinary problems.

Homework and equipment

We recognise that events in the lives of children and families can make it difficult to always remember the right academy equipment; however, it is important that we teach children to take responsibility for the things they need and to be organised in order to develop independence in this so that they are well prepared for their next stage of education.

- Class teachers will remind parents and adults at home when children have not had equipment / PE kit needed through a Weduc message.
- Class teachers will speak with parents and adults at home to establish reasons where homework or kit has been missing twice in succession so that we do not punish a child for circumstances beyond their control.
- We will make efforts to overcome barriers by e.g., providing a spare set of kit or resources for homework where necessary.

- Where there becomes a pattern of missing equipment, homework etc or staff have concerns regarding this, parents and adults at home will be invited into the academy to discuss and set a plan to resolve the issues.
- Children may be asked to complete missing homework during their playtimes or lunchtimes.

Year 5 and 6

In order to prepare our children for the expectations as they move on to their secondary academy, we expect our oldest children to take greater responsibility for organising their equipment and resources. Therefore, a Strike System will operate. Each time that a child does not have the correct resources, homework or kit in the academy they will receive a strike. If a child receives three strikes in one term, playtime will be missed. Strikes will start fresh each half term.

Use of physical restraint

Staff at Thrumpton Primary Academy only use physical restraint on children following the DfE guidelines. www.gov.uk/government/publications/use-of-reasonable-force-in-schools

All staff aim to intervene at an early stage to prevent issues from arising or escalating.

Most support staff are trained in CRB (Coping with Risky Behaviours) and are therefore skilled in the diffusion of a situation in order to avoid the use of handling.

The use of proportional, physical intervention will only be used as a last resort, to prevent children from hurting themselves or others (including staff), from damaging property, or from causing disorder.

Every effort is made to avoid confrontation and to de-escalate a situation however there are occasions where restraint is necessary to ensure child and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other children. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept of all events on SIMS and in our Physical Restraint Log.

Suspension and permanent exclusion

Suspension and permanent exclusion decisions in our academies are always made in line with the latest [DfE guidance](#) and the [Trust Policy](#).

5 Entry and exit routines and expectations

We ensure that we are in class and ready to meet and greet the children as they enter the classroom at the start of the day, after break times and other transitions. We expect children to

enter the classroom in a calm and orderly manner. Teachers and teaching assistants are responsible for ensuring that the children enter the dinning hall in a calm and orderly manner.

Calm music / videos are used to set the tone at the start of the day and after lunchtimes within the classroom.

6 Uniform and use of mobile / smart phones and other media

Our uniform expectations can be found [here](#). We expect our children to 'Be Ready' in the correct uniform every day. Where children do not have the correct uniform, we will give them uniform from our Swap Shop where it is available.

Children in Year 5 and 6 are able to bring their mobile phones to the academy if they walk to and from academy without an adult and have signed consent to do so. Phones must be handed into the teacher each morning on arrival to academy. They will be given back to the children at the end of the academy day.

Smart watches are not permitted at the academy.

7 Absence, punctuality, and lateness

At Thrumpton Primary Academy, we expect all of our children to 'Be The Best They Can Be'. Good attendance and punctuality are part of 'Being The Best We Can Be' and in line with our academy rule 'Be Ready'. To 'Be Ready' means to have the right equipment, be wearing the correct uniform, be on time and have the right attitude to be ready for learning.

8 Representing the academy off-site and at after academy clubs

Walking to and from academy

One of our Team Thrumpton Traits is independence. We love to give our Year 5 and 6 children this independence when they begin to walk to and from the academy by themselves. We expect our children to 'Be The Best They Can Be' at all times, including on their way to and from the academy.

If we receive information that children in Year 5 and 6 may not be 'Being The Best They Can Be' on the way to and from academy, we will contact adults at home to discuss this. Where we feel that children are not safe or responsible enough to walk home by themselves, we will request that adults collect their child from academy and will revoke the child's consent to walk home for a period of time.

After-school clubs

Our behaviour policy will be followed by all staff running after school clubs, and time out and rewards will be given in line with our policy.

After school clubs are a time to enjoy learning new skills and enjoy different opportunities. All children attending our clubs deserve to be able to do this without disruption. Where a child is preventing this from happening, their adults at home will be spoken to in the first instance. Should the behaviour continue, the child will not be able to attend the club again during that half term.

This policy appendix is reviewed annually in line with the Trust behaviour policy.