



## Behaviour Policy

### Document History

Date of Change	Author	Notes (changes made)
November 2016	KM	Restorative Approaches rationale added Reviewed and agreed by Governing Board
January 2017	KM	Team Teach Approaches added
January 2020		

### Philosophy

At St Thomas' Primary School we believe that there should be a whole school Behaviour Policy, which creates a positive atmosphere, based on a sense of community and shared values and reflecting the distinctive Christian ethos of the school. Consistency and consensus among staff will create a climate of good social behaviour and that each child is a unique individual made in the image of God. We believe that pupils learn best when expectations for their behaviour are explicit. This creates a safe, secure environment for them to develop their potential, where they work together to form a community in which everyone feels included and valued.

### Aims

We have clear aims based on the above philosophy, which we believe, contribute towards engendering a sense of community:

1. Every child will be able to work and play in peace.
2. Every individual will be valued by those around them.
3. A shared willingness to work towards common goals.
4. Tolerance for the beliefs of others.
5. To eradicate unacceptable behaviour from school.

In accordance with our aims, we will always endeavour to praise positive, acceptable behaviour within school. A system of rewards has been introduced to encourage performing tasks efficiently, moving round the school sensibly, being helpful and polite as well as for good work. These rewards take the form of praise to the individual and group, extra playtimes, awards of well done certificates and/or activities within the classroom deemed as special and privileged.

Running alongside the class reward system is our House system. Every child belongs to a team - Kestrels, Falcons, Eagles or Kites. Team points are awarded by any adult to any child exhibiting exemplary behaviour, for high quality work and for effort. Team points are totalled at the end of each week and the winning team has their colours shown in the hall. Staff encourage children to try hard to gain as many points as possible. Children remain in their team for the whole of their life at St Thomas'. Families also are in the same team, to encourage commitment.

Unacceptable behaviour such as bullying, physical and/or verbal abuse, wilful defiance, damage to property (school and personal) and theft will be dealt with consistently. (See 'Serious Misconduct' section)

## Class Rules

In accordance with our philosophy the class teacher consistently praises good behaviour whenever possible. He/she pays particular attention to examples of acceptable and desirable behaviour, and thereby builds up positive reinforcement of our desired ethos. A set of rules formulated by the teacher and children together, is put into effect in each class and is on display, for reference.

An achievement chart is prominent in each classroom, for individual children to record good effort, hard work, good behaviour etc, by using stars, stickers or coloured squares. The class teacher can use additional forms of praise and reinforcement such as sending a child to the Headteacher for an award, sending to other teachers for praise, speaking directly to their parents to report good progress.

Alongside the use of positive reinforcement, there is a clear precise method of reprimands, which enables children to readily identify the system. The series of reprimands is set in place and progresses if a child continues to break a class rule.

## Reception & Year 1

### Rewards

Children will be introduced to a system of rewards. This may be through the giving of stars or stickers with a 'treat' at the end of the week/term ( such as golden time, extra playtime, extra showbox, etc) A chart/poster is displayed in class showing the class rules, examples of 'good behaviour' and the rewards that can be obtained.

Alongside the reward system will be a similar system for the consequences of poor behaviour:

### Consequences

- |          |   |
|----------|---|
| Stage 1: | verbal warning  |
| Stage 2: | name on board   |
| Stage 3  | 'time out' in class/miss part of playtime                 |
| Stage 4: | sent to Head of KS1 (or other teacher)                    |
| Stage 5: | red card & sent to Headteacher (or Deputy in her absence) |

At the end of each day, it is important for any child on stages 1 - 4 to be told that the punishment is now ended and they have a 'clean sheet' for next day.

If Stages 4 or 5 are reached, the class teacher keeps a record of the child's name in their planning file and these records are reported to parents (also at any other appropriate sharing of information, such as at end-of-year teachers' meetings.)

## **Years 2 – 6**

Children will, by now, be familiar with a system of rewards. In each class the system may vary slightly, so an introductory discussion will take place at the beginning of the year, along with the setting of class rules. Rewards may take the form of giving stars, team points or stickers with a 'treat' at the end of the week/term ( such as extra playtime, extra games, etc) A chart/poster is displayed in class showing the class rules, examples of 'good behaviour' and the rewards that can be obtained.

Alongside the reward system will be a system for the consequences of poor behaviour. We do not deem all consequences to be "punishment" but some are an opportunity to make things right. We also believe that forgiveness is an important aspect of our behaviour management strategy and children are encouraged to express forgiveness and to be forgiven by the teacher/adult involved.

<b><u>Consequences</u></b>	Stage 1:	verbal warning and if appropriate time or opportunity for reflection or restitution, such as note of apology.
	Stage 2:	name on board
	Stage 3	miss 5 minutes of next playtime*
	Stage 4:	yellow card - miss 5 minutes of next playtime, send unfinished work home with a note of explanation (example at back) and/or lines, letter of apology, list of rules etc
	Stage 5:	red card & sent to Head (or Deputy in her absence)

At the end of each day, it is important for any child on stages 1 - 4 to be told that the punishment is now ended and they have a 'clean sheet' for next day. Yellow cards are collected & stored.

N.B. If Stage 3 & 4 punishment is given in the afternoon, playtime is lost the following morning.

\*If playtime is outside, children to stand next to the 'arena' (in view of staff on duty) if wet, then outside the staffroom.

## **Lunchtime**

The practice of praising and acknowledging good behaviour continues during lunchtimes. The midday assistants praise children who behave well at the lunch table, line up well, tidy away efficiently etc. Good behaviour stickers are awarded wherever appropriate. The Midday Supervisor also keeps a note of the names of

children who are exceptional for their helpfulness, consideration etc. These children may be nominated by the MDA for a Certificate in the monthly Celebration Assembly.

When unacceptable behaviour occurs at lunchtime, a clear code of procedures similar to the class rules applies.

1. If a child's behaviour causes concern in the playground or at the lunch table the MDA will warn them, explaining why there is a problem and how it can be corrected.
2. If the poor behaviour continues despite the warning, the child may be withdrawn from the playground for 'time out' so they can think about their behaviour and how to improve it. This may mean accompanying a midday assistant for a while, standing against the classroom wall or sitting on the steps. The child may also be made to apologise for his/her behaviour, and/or make amends by doing community service in the playground.
3. If their behaviour does not improve at this point they are sent to the Midday Supervisor who will investigate the problem and decide on the appropriate course of action. If a child's name is reported several times within a short period of time, they will have to report to the Headteacher to explain their behaviour.

For serious misdemeanours the Senior lunchtime supervisor will take the child to the Headteacher or Deputy Head who will, in turn, investigate and deal with the matter as soon as is practicable. Action taken may involve being kept in and/or writing lines depending on the seriousness of the incident. A record will be kept of the incident and any action taken, and the class teacher kept informed. Parent/Guardians of children receiving such punishments will be contacted by the Class teacher/Deputy Headteacher/ Headteacher to discuss the problems.

Examples of levels of severity are outlined on the following page.

## Serious Misconduct

Unacceptable behaviour such as bullying physical and/or verbal abuse, wilful defiance, damage to property (school and personal) and theft happen only rarely at St Thomas' school due to the positive reinforcement of good behaviour. However, it is essential to have systems in place to deal with incidents of this nature.

If a member of staff sees serious misconduct as outlined at the beginning of this paragraph, then the children concerned will be sent to the Headteacher or in their absence Deputy Head or member of the Senior Leadership Team. The Headteacher keeps a record of the behaviour and the action taken. The child's parent/guardian will be contacted that day if possible, outlining the problems and requesting them to make an appointment to come to school to discuss the incident. A programme of appropriate actions to rectify the child's poor behaviour will be agreed by the Headteacher, parents and child (where appropriate). At that point, a warning of exclusion may be given.

The decision to exclude must take into account both the severity and repetition of misbehaviour. If the problem occurs during lunchtime, the process and outcome will be the same, with exclusion during lunch break being a sanction, only used after notice is given and a full investigation.

## Extreme Situations

In accordance with the Education Act 1997 Section 14, Circular 10/98, there will be occasions when teachers may use such force as is reasonable in certain circumstances.

The use of force is likely to be legally defensible when it is required to prevent:

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed; and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

DESIGNATED PERSONNEL INCLUDE ALL PERMANENT TEACHING STAFF AND THE HEADTEACHER. Staff at St Thomas' have all received appropriate training in Care and Control through the Stockport Behaviour Support Service (Team Teach). Classroom assistants and midday staff must send for the Head or a teacher if they find themselves in a situation outlined above. It is advisable that a third person should be present to detail the event for the sake of records which must be kept until 75 years after the birth of the individual being restrained.

After an incident requiring reasonable force, an Incident form will be completed and the parents informed immediately. Key staff are trained in holding techniques as part of de-escalation strategies where a child is not coping. The following paragraph summarises the Team Teach philosophy:

*"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".*  
(George Matthews - Director)

We expect that, through continual use of positive reinforcement of good behaviour, incidents of this nature will be rare.

A full explanation of the procedures used within Care and Control are outlined in the following pages.

## Examples of Levels of Severity

<b>NAME ON BOARD</b>	
Classroom	Lunchtime
Off task-fiddling, wandering	Spoiling games
Disturbing other children	Name calling
Attention-seeking behaviour	Arguing
Not sharing	Ignoring adults
Being unpleasant	Being cheeky to adults

<b>YELLOW CARD</b>	
Classroom	Lunchtime
Repeating any of above	Repeating any of above
Lying	Swearing
Open Defiance	Late return to class
Causing distress to others	In the building for no good reason
Leaving room without permission	
Stealing – first offence	

<b>RED CARD</b>	
Classroom	Lunchtime
Repeated yellow card offences	Repeated yellow card offences
Physical violence (fighting, punching)	Spitting on others
	Bullying
	Stealing – second offence

## Addendum 1

### **Provision for full time education for pupils who receive an exclusion of 6 days or longer.**

Since September 1<sup>st</sup> 2007, the law has required that schools must ensure that formal arrangements are in place to offer full time, appropriate education, off school site for any pupil who is excluded for a period of 6 days or longer. We are required to make such provision from the 6<sup>th</sup> day of any such exclusion. This will involve provision by the Local Authority.

#### **Day one to five of a fixed period exclusion**

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded.

The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return completed work and arrange with the teacher to provide more if necessary.

#### **From day six of a fixed period exclusion**

- We will be working in partnership with other primary schools in Stockport to provide full time education for any pupil from the 6<sup>th</sup> day onwards until the exclusion ends.
- If a pupil receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.
- If there are issues of access for any pupil, we will ensure that a suitable school within the Local Authority is found.

Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed period exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the school and Education Welfare Service with their procedures.

#### **Planning the off-site provision**

The Headteacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

#### **Reintegration Meetings**

Following all instance of exclusion, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration



will be given to using a Pastoral Support Plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.

Reviewed: November 2016