

St Thomas' CE Primary School

Behaviour Policy

The 5 school rules.

I can...

- keep my hands and feet to myself
- show respect to everyone
- move around school safely
- always tell the truth
- show good listening and follow instructions

Planning, teaching and management of behaviour

We believe it is vital for children's learning and their social development that they behave in a calm, caring and thoughtful manner. At St Thomas', in the context of our Christian ethos, we believe this behaviour needs to be taught, in just the same way as we teach other skills.

Our behaviour policy is underpinned by our 4 core values:

- **Forgiveness**
- **Friendship**
- **Perseverance**
- **Respect**

All staff aim to promote the good behaviour of all children by:

<ul style="list-style-type: none"> • setting good examples • noticing positive behaviour and using specific praise • diffusing difficult situations • recognising triggers • encouraging children to reflect • rewarding good behaviour • motivating children and encouraging resilience and intrinsic motivation • solution focus techniques & scaling 	<ul style="list-style-type: none"> • setting clear and consistent boundaries • creating & using class codes of conduct • establishing and using clear reward & sanctions systems (class and whole school) • following the school policies consistently • being well prepared & well organised • encouraging team spirit • having high expectations • Providing differentiation, challenge and enjoyment through the curriculum
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We teach good behaviour through:

<ul style="list-style-type: none"> • Our 4 core values • circle time • role play, drama & discussion • positive reinforcement • assemblies 	<ul style="list-style-type: none"> • using targets, charts and books - class, group or individual • Religious Education • Our creative curriculum • Teaching of emotional literacy
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Classroom Management

During the first half term of the Autumn term, classroom code of conduct should be established, clearly defining rules, rewards and sanctions. This code of conduct should:

- contain a maximum of 5 class rules (see school rules above)
- be written in child speak with visual cues as appropriate to the age of the children
- worded positively (the use of never or don't should be avoided)
- be displayed in the classroom and be available to children, parents and staff
- be signed by the children and staff
- be shared with parents/carers

Strategies for dealing with behaviour in the classroom at different levels of seriousness are listed below. The list is not exhaustive and professional discretion should be exercised. Our policy on the use of restraint should be followed at all times and in all situations. The following strategies should take into account the child's age, capacity of understanding, previous experiences, SEN Code of Practice stage and the involvement of other agencies as appropriate:

BEHAVIOUR

POSSIBLE ADULT RESPONSE

Level 1

<p>Not listening in groups Throwing rubbish on the floor General non-attention or fidgeting Calling out Day dreaming (off task) or delay in starting work Chatting Swinging on chair, Sliding/rolling on the floor</p>	<p>Praise someone who is doing what they should Give pupils a look/raised eyebrow Ask them a question (distract them) Ask if they need help Say name, Clap or redirect Stand near them or move them nearer to you Take away object if distracting them</p>
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Level 2

<p>Disturbing others or interrupting Snatching from other children Lengthy chatting in class/assembly Other persistent behaviours from level 1 Inappropriate assembly behaviour One off incidents of teasing or name calling Persistent non-completion of home learning</p>	<p>A verbal warning should be given at this stage Appropriate ignoring/praise/reward others Move them Diversionary tactics Modelling what to do Discussion about class rules Missed play or time on wall</p>
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Level 3

<p>Grabbing and snatching Persistent calling out Refusal to do as asked/ non co-operation Sulky attitude (sucking teeth or rolling eyes) Inappropriate dining hall behaviours Rudeness to each other and adults Getting up and leaving task Disturbing/interfering with others Disregard for school equipment</p>	<p>Grey slip (use observation sheets for added detail) See or ring parent Entry in racist incident folder (inform DHT/ HT) Finish work at playtime (supervised) Appropriate ignoring Missed privileges Emphasize class ethos (rules and class code) Use of appropriate peer pressure Behaviour charts/contracts for individuals Letter to parents re: cost of equipment</p>
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Level 4

<p>Persistent disruptive behaviour Kicking, pinching, hitting, hurting others Mimicry of staff member Insolence and rudeness Rude remarks about family etc Causing damage Swearing Stealing Bullying Inappropriate behaviour on a trip/visit Racist remarks or other prejudiced remarks</p>	<p>Grey slip has to be given out for any L4 behaviour Send to another teacher with task Time out in another class - fill time out sheet Parents informed via phone call/meeting Thinking about my behaviour form Letter home to parent Send to or inform DHT/HT Restorative justice - make amends Explaining consequences to the child Red behaviour box in HT/DHT's room</p>
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Level 5

Fighting Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism	Sent to DHT /HT Telephone parent/ write letter Exclusion 1-3 days Permanent exclusion Inform police if appropriate
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Behaviour Management Systems

Whole school reward systems:

All members of staff award house points.

Certificates are sometimes presented for learning and behaviour at achievement assembly and the children who have made a lot of progress towards the school's values are acknowledged at the end of term.

Individual classes may have reward systems appropriate to the age and development of the children.

Whole school sanctions systems:

Time Out:

Where necessary, a staff member may decide that children require a few minutes out of the classroom if they are not behaving appropriately. Where other initial strategies have not worked, (ie, time alone in the class room at a separate table for example), teachers may ask a child to leave the room for up to 10 minutes. Typically, this will be in the classroom next door. Children should use this time out to reflect on their behaviour, so that when they return they are ready to continue in class. Teachers have a pack of resources to give the children to complete while they're out of the room and a record sheet on their desk to record the Time Outs for the half term.

Christine collates these every half term.

Where Time Outs are being used regularly for the same children, Christine (Learning Mentor) will become more involved and the child's parents will be contacted.

Where children continue to behave in a way that is unacceptable in any area of school life, they may receive grey 'incident slips' which are recorded in the class behaviour file. Grey slips should be annotated and additional notes should be kept in the behaviour file of serious incidents, letters, meetings with parents and parents' responses as appropriate.

Each child should have a collection page and should be given a fresh start at the beginning of every half term. The following sanctions should be used:

3 grey slips = Class Teacher sanction and a letter home for parent/s

6 grey slips = Class teacher sanction, 2nd letter home and parent/s meet Class teacher.

9 grey slips = A letter to parent/s asks them to meet the head teacher to discuss the behaviour

Copies of letters sent home should be filed and copies given to the HT/DHT. Letters can be posted from the office if appropriate.

Behaviour files are monitored each term by deputy head teacher.

Learning Mentor (LM)

Christine De-Gallerie is our learning mentor. If you are concerned about a child's behaviour or emotional development you can refer them to Christine for some additional support. Christine will develop an individual behaviour management plan, meet with the child on a regular basis and support teachers in managing any behaviour

issues. In addition, Christine will investigate any serious incidents that take place during the school day (eg fighting, racism, bullying).

Behaviour Causing Concern

When a child's behaviour is initially causing concern, the following information should be collected in the behaviour file:

- Possible triggers, details of incidents and other relevant information.
- Evidence of sanctions/strategies used and parents' or child's views.

An appropriate programme of support should be planned in the form of an individual behaviour plan (agreed with LM). Personal Social Plan (PSP) may also be written for pupils with SEN, which should include clear objectives and targets.

Clear rewards and sanctions should be set and shared with both the child and parents. The parents should be met (the support of a senior member of staff can be sought). The SENCo should be informed, the behaviour monitored and the child placed on the SEN Code of Practice (in accordance with the COP criteria) if appropriate.

Serious incidents

The use of reasonable restraint is detailed in the school's policy on the use of restraint

The headteacher/deputy headteacher should be informed if a child is involved in a serious incident or if a child consistently refuses to comply with adult instructions

Children who leave should not be chased. If they are on school premises they should be watched and the headteacher, deputy headteacher and SAO informed. If the child runs out of school, the police and parents will be notified by the school office.

Procedures to deal with bullying are detailed in the anti-bullying policy.

Restorative Justice

The school have adopted a 'restorative justice' approach to helping children resolve their differences and talk about incidents, which may have upset them at school. Initially, any child involved in a more serious behaviour or bullying incident at school will have chance to talk to an adult about what happened, explaining their thoughts and feelings and how they think their actions might have affected others. Where appropriate, children may also meet up with each other after an incident has occurred (with adult supervision), to discuss the issues, apologise where necessary and accept responsibility for any mistakes made.

The school hopes that by helping the children understand each other's emotions better, it will reduce the number of incidents in school even further and eventually help the children to calmly articulate where they feel there is injustice.

Red Box

Serious incidents will be recorded in the red box kept in the deputy's office. Record cards will include details of further sanctions to be taken if there is a repeat of serious behaviour during the same term (eg fighting more than 1 time per term). Parents will be contacted for all incidents recorded in the red box.

Behaviour Structures

Rights	Responsibilities	Establishing
<p>In a great teacher's class there are 3 basic rights for both adults and children</p> <ul style="list-style-type: none"> • The right to feel and be safe • The right to learn 	<ul style="list-style-type: none"> • All rules are designed to protect these rights • Everyone has a responsibility to protect these rights through their own behaviour and actions 	<ul style="list-style-type: none"> • Great teachers establish what the systems and rules are • They are relentlessly consistent in applying them

<ul style="list-style-type: none"> • The right to be treated with respect 		
<p>Positive Correction</p> <ul style="list-style-type: none"> • Great teachers remain positive when correcting behaviour. They plan what they will say • Great teachers are not distracted into arguments or debates with children. They stick to the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later 	<p>Consequences</p> <ul style="list-style-type: none"> • Great teachers know that severe consequences are not what make children behave well. It is the certainty that they will be held to account for their actions that does • The rule is 'Certainty not Severity' • Consequences are planned and well thought out so that they are in proportion with the misbehaviour 	<p>St Thomas' 5 rules</p> <ol style="list-style-type: none"> 1. Keep my hands and feet to myself 2. Show respect to everyone 3. Move around the school sensibly and safely 4. Always tell the truth 5. Show good listening and follow instructions

Grey Slips will be given out for:

- Persistent disruptive behaviour
- Kicking, pinching, hitting, hurting others
- Mimicry of a staff member
- Being rude or cheeky to staff member
- Rude remarks about family etc
- Causing damage
- Swearing
- Stealing
- Bullying
- Inappropriate behaviour on a trip/visit
- Racist remarks or other prejudiced remarks

House points may be awarded for:

- Following our school rules
- Following our Christian values
 - Being a good friend
 - Showing perseverance
 - Being respectful
 - Showing forgiveness

Behaviour expectations

Y4/5/6

The rule at St Thomas' is: 'Show respect to everyone'			
That means no:	consequences 1 st phase	consequences 2 nd phase	consequences phase 3
<ul style="list-style-type: none"> • answering back • stropping • swearing • sulking • tantrums • eye rolling • flinging things • laughing at people • smirking • throwing stuff • sucking teeth • slouching and other negative body language 	<ul style="list-style-type: none"> • teacher will remind about behaviour being shown once • there will be one chance • on the second time the poor behaviour happens in a session - asked to leave classroom & report to Christine • Christine will monitor & record incidents - playtimes must be earned 	if asked to leave the classroom 3 times or more in one week, there will be a whole day internal exclusion the first time, the second time it will be at St Mary's	if there are 3 internal exclusions in half a term then there will be a formal external exclusion
Reporting arrangements	Christine will monitor	Mr McDonald or Miss Bouette will inform parents	Mr McDonald or Miss Bouette will inform parents
Learning activities will be provided by the class teacher when a child is asked to leave the class. She will provide Christine with a bank of work to be undertaken during times when out of class.			

Name: _____

I understand the rule and expectations and I understand what will happen if I continue to break the rule.

Signed: _____