



ST THOMAS A BECKET R C PRIMARY SCHOOL

BEHAVIOUR POLICY

DATE OF LAST REVIEW: **NOVEMBER 2017**

AGREED BY GOVERNORS: **NOVEMBER 2017**

SHARED WITH ALL STAFF: **DECEMBER 2017**

FREQUENCY OF REVIEW: **ANNUALLY**

DATE OF NEXT REVIEW: **DECEMBER 2018**

OUR MISSION STATEMENT

St Thomas a Becket School is a primary school of the Roman Catholic diocese of Southwark.

The aim of the school is to offer excellence of education in accordance with the teaching of the church and to value and develop each child's potential in a community in which every member is fully respected.

We try to ensure that this is done by:

- praying together
- valuing the experiences of each member of the community
- being a caring, forgiving community
- living and working and playing together
- by encouraging the children to achieve the best of their ability

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.”

Lord Elton's Committee of Enquiry into Discipline in schools, 1999

It is the policy at St Thomas a Becket RC Primary School to treat everyone with dignity and respect.

1. THE LEARNING ENVIRONMENT WITH REFERENCE TO THE MISSION STATEMENT

To promote positive behaviour in our school we need to provide an ordered environment with established routines in which:

- The children feel safe and secure.
- Children learn to respect themselves, other people, property, beliefs and ways.
- Children learn to display behaviour of a high standard when on school outings, realising that they are representing our school.
- Good work is praised and encouraged.
- Children develop positive self-images.
- Expectations of work and behaviour are high.
- Children are encouraged to be trusting and honest.
- Children are encouraged to take pride in their work, their class, their school.
- Children learn to be self-disciplined and to behave well in all situations in our school, with or without an adult.
- Children are taught and encouraged to become independent and responsible citizens.
- Children and adults are encouraged to develop into lifelong learners.

2. THE AIMS AND OBJECTIVES OF THIS POLICY WILL BE PROMOTED:

- Through effective classroom management and curriculum delivery ensuring that the curriculum provides for different learning styles e.g. dyslexia.
- Through school curriculum communication systems.
- Through in-service training for staff.

- Through playground organisation and supervision.
- Through the use of rewards (including praise).
- Through work with parents.
- Through work with outside agencies.
- Through our School Counsellor and Learning Mentor
- Through mutual respect of adults in school.
- Through relationships between staff and children.

School rules are displayed around the school. Class rules are displayed individual classrooms. These are reinforced, and applied fairly and consistently by all members of the school community. There is a shared responsibility for upholding the rules.

All children will know and keep the school rules.

3. OUR SCHOOL GOLDEN RULES

We will:

- **Treat everyone and everything in our school with respect.**
- **If you are asked to do something, please do it straight away.**
- **Show good manners at all times.**

4. PLAYGROUND RULES

Show that we respect and care for each other by using only kind words and actions.

- Follow the school code for lining up.

- Care for and share the equipment in the playground.

5. WET BREAK

Five minutes before the end of playtime, children start tidying up then get a reading book out so they are ready for work by the time the bell goes.

6. LINING UP CODE

- First bell stop, second bell walk to the line quietly.
- Always face the way you are going.
- Keep your hands and feet to yourself.
- Leave a space between you and the person in front.

7. DINNER TIME RULES

- We enter the dining hall quietly and talk in quiet voices to the people at our table.
- We show good manners at all times.

8. WHAT WE EXPECT OF ALL ADULTS WHO WORK IN OUR SCHOOL

- Our wish is to create a safe and stimulating environment in which the children can thrive because we identify and provide for their different learning styles.
- Maintain a courteous and respectful relationship with one another and with parents.
- Treat pupils with consistency, consideration and respect.
- Carry out all sanctions calmly and sensitively.
- To set SMART targets.

- Give clear instructions using appropriate language which the child understands.
- Listen to what the children have to say.
- Give praise and acknowledge good behaviour in various ways.
- Be positive in approaching problems of behaviour, avoid negative criticism.
- Make sure the child knows the school rules and the consequences if they are not followed.
- Maintain confidentiality when discussing difficulties of children and families.
- Address the child's behaviour, it is the behaviour we do not like; not the child.
- Make sure that agreements made with children and their parents / carers are followed through.

9. WHAT WE EXPECT OF PARENTS AND GUARDIANS

- Parents should ensure that children arrive on time.
- Inform the class teacher / headteacher immediately if their child is unhappy or they are concerned about their child being bullied.
- Help their children with their homework - sign homework/ reading diary when appropriate.
- Leave a contact number at the school office.
- Support the school in its application of the school rules.
- Make every effort to attend meetings in school.
- Show respect for all adults working in the school.

10. WHAT PARENTS / GUARDIANS CAN EXPECT

- To receive a copy of the school rules.

- To be regularly informed of matters affecting the education of their child.
- To be informed of, and involved in, decisions made regarding the behaviour management of their child.
- A high professional standard from all members of staff.
- The right of confidentiality to be observed.
- To reinforce our school rules by talking to adults and other children in school politely.

11. WHAT WE EXPECT OF PUPILS

- To treat each other and all adults within school with consistency, consideration and respect.
- Carry out all sanctions calmly.
- Listen to what the adults have to say.
- Make sure each child knows the school rules and the consequences if they are not followed.
- Inform their class teacher / headteacher immediately if they are being bullied.
- Support the school in its application of the school rules.
- To understand that with privilege comes responsibilities.

12. REWARDS

These are available to all staff within the school to pass on to the children.

- **Rewards must be meaningful and relative to the child.**
 - ✓ Praise and positive verbal and written comments that are specific to the child's work or actions.

✓ Praise and other positive reinforces that are specific e.g. pat on the back, thumbs up, stickers, certificates etc.

● **Show special work**

✓ To peers, to parents or carers, to teachers or classroom assistants, to Mrs Greally or by displaying on a special board.

● **Share the good news**

✓ With peers, parents or carers, teachers or classroom assistants or Mrs Greally.

● **Verbal or written messages that share the good news about the child's work, behaviour or actions.**

● **Activity choice i.e. reward for work or actions by choosing an activity.**

● **Responsibilities i.e. reward for work or actions by a given task or responsibility.**

● **Peer choice i.e. reward for work or actions by choosing a friend to work with.**

● **End of term STAR LEARNER certificates for consistency in attitude / approach to work; all round sustained effort.**

- **Permanent display of names (for one term), for children who get end-of-term STAR LEARNER certificates.**

The **ClassDojo motivational points system** from Reception to Year 6, allows the children to build up a number of Dojo points to achieve class rewards. The children work individually and as a team to achieve their points. Stickers, stars, smiley faces, positive comments in book, being sent to other teachers or headteacher for approval, end of term prizes, team points and Golden Time are also examples of ways to motivate and raise the children's self-esteem.

13. SANCTIONS

Every adult must apply these sanctions consistently and sparingly. They must be meaningful and relevant to the child. They need to be hierarchical in application. Sanctions 1 to 3 may be used repeatedly; sanctions 4 and 5 only being used for persistent or serious behaviours.

1. Specific verbal or written comments, which include questioning the child as to why they behaved in the way they did and explain why the adult is cross.
2. Withdrawal
 - ✓ of adult attention i.e. ignores the child's negative behaviour;
 - ✓ from peers e.g. move to a table on their own, playtime e.g. stand by the fence or hold an adults hand;
 - ✓ from class e.g. by the door inside the classroom, outside the classroom under adult supervision, sent to another teacher with a note to say why;

- ✓ of a playtime - a serious sanction. Children who miss a playtime must be supervised; they must not be left in the classroom or anywhere on their own;
 - ✓ from class - sent to Mrs Greally with an escort and a note to say why;
 - ✓ children will miss treats, outings, school journey if they repeatedly break the school rules. They will be given the opportunity to put things right. Parents will be informed of the reason.
3. Class teacher meets with parents/carers and pupil to discuss the unwanted behaviour. A contact book is introduced to be used between parent(s) / carer(s) and class teacher. The behaviour to be monitored is fully discussed with the pupil.

Serious incidents are recorded and Mrs Greally will be informed.

4. Mrs Greally sends a letter home and meets with the parent(s)/carer(s) and the class teacher to discuss unwanted behaviour. Together supporting strategies and easily achievable targets will be decided upon to help the pupil improve their behaviour. An agreed date for reviewing the progress will be set.
5. Mrs Greally, or her representative, will exclude children for very serious incidents. First, from the child's class room for a set time, then she will consider excluding the child from school for one / three / five days. This is at the discretion of the Headteacher. Persistent serious incidents may lead to permanent exclusion being considered.

Under such circumstances, procedures regarding arrangements for parents/carers/guardians, the setting and marking of work whilst excluded and arrangements for reintegrating pupils returning from exclusion, including those who have been permanently excluded from another school and the measures to be put in place to support them.

6. A system of recording incidents of misbehaviour will be in place within each class detailing that is to be informed, how incidents are followed-up and what action has been taken.
7. Information about circumstances, if any, when reasonable force may be used to control or restrain pupils, who is authorised to do so, and what is and what is not acceptable. (Please refer to the Positive Handling Policy)

We recognise that there are special circumstances when these sanctions will not be enforced. These would be discussed by Mrs Greally and the parent(s) / carer(s).

14. BEHAVIOUR INTERVENTIONS/SUPPORT

Children are supported through a variety of interventions tailored to their individual needs:

- **Identified Pupil:** children are supported with their behaviours through regular drop-ins by the Behaviour Support Coordinator and/or Year Group Leader.
- **Individual Box:** as a reward and/or calming tool children are allocated time to explore chosen equipment within their personalised box.

- **Pastoral Support Plan:** professionals within the school and Local Authority meet with parents to set and review targets to support pupils with their behaviours.
- **Sticker Chart:** pupils work towards achieving a specific amount of stickers throughout the school day.
- **Individual Learning Plan for Behaviour:** tailored targets are created to support pupils with their behaviours. This involves a meeting with school professionals and the parents/carers.
- **Behaviour Monitoring Contact Book:** Class teachers document behaviour for learning on all sections within a school day; this report is shared with parents/carers daily.