



BEHAVIOUR POLICY

Reviewed	February 2013; January 2016
Review due	February 2019

POSITION	NAME	SIGNED	DATE
Headteacher	Mrs Michelle Wright		
Chair of Health and Safety	Mr David Burton		
Chair of Governors	Mr Rod Marsden		

Rationale

At St Thomas' we aim to create a caring family atmosphere where all children are valued and nurtured in a safe and happy environment. Our rules for living are based on the examples of Christ's teaching.

We aim to:

- Encourage appropriate behaviour by using positive approaches.
- Develop self discipline and responsibility for own actions with an understanding of the difference between right and wrong.
- Encourage children to care for each other.
- Involve children in the formulation of fair rules, sanctions & rewards for their safe keeping.
- Ensure all children learn in a safe and non threatening environment.
- Develop strategies to detect, prevent, react to bullying and harassment among pupils and staff.
- Promote respect for all members of the school community both children and adults.
- Develop pride in the school environment.

Rules for Living
Our School Values

HONESTY

Our school is a place where we try to be honest and true in our dealings with others.

WISDOM

Our school is a place where we try to learn what is right and take appropriate action.

CARE FOR CREATION

Our school is a place where we try to care for God's world.

KINDNESS

Our school is a place where we try to care for each other as Jesus has shown us.

FORGIVENESS

Our school is a place where we try to forgive each other as Jesus forgives us.

PERSEVERANCE

Our school is a place where we try to do our best in all we do.

Rights & Responsibilities

Pupils

Rights:

- To be safe
- To be heard
- To be able to think and learn without interruption
- To be treated fairly

Responsibilities:

- To be responsible for own actions.
- To follow school rules
- To treat others with respect
- To let others get on with their work.

Parents

Rights:

- To be regularly informed about their child's behaviour at school.
- To be heard
- To be consulted when the behaviour policy is reviewed.

Responsibilities:

- To support the school with the implementation of the behaviour policy.
- To listen to advice when problems occur relating to their own child's behaviour.

School Staff

Rights:

- To teach without interruption.
- To be treated with respect
- To have a clear, supportive framework for behaviour management within which to work.

Responsibilities:

- To provide a good role model for pupils.
- To treat others with respect.
- To set high standards of behaviour in line with school policy
- Provide appropriate well planned lessons.

Governors

Rights:

- To be informed regularly about standards of behaviour in school.
- To oversee the Headteacher's management of the behaviour policy.

Responsibilities:

- To monitor, evaluate and review the behaviour policy at 3 year intervals.
- To set the framework for the school behaviour policy.
- To report to parents annually about the standards of behaviour in the school.

Codes of Conduct

Pupils

- We always walk around the school in a quiet, orderly manner.
- We are always polite and helpful to visitors
- We look after our environment and keep it clean and tidy.
- We treat others as we would like to be treated ourselves.
- We respect our own and other peoples property

On the playground

- We always stop when the whistle is blown and walk to line up quietly and sensibly when asked
- We play fairly and in a friendly manner
- We include others in games
- We take turns
- If we have been treated wrongly we tell a welfare assistant; we do not retaliate
- We always stay on the school premises.
- WE ARE RESPONSIBLE FOR THE CONSEQUENCES OF OUR BEHAVIOUR and always answer teachers truthfully.

In the Classroom

- We agree class rules with our teacher relating to how we work and cooperate. These are displayed on the wall.
- We have individual targets for our learning, and sometimes for our behavior.
- We review these targets with the teacher regularly.

Class rules might relate to noise levels, independent learning strategies, cooperation, listening skills, study skills, tidiness and use of resources, rules and routines.

Code of Conduct for Staff

Teachers

- Remember that positive aspects of praise and reward are important. Listen to yourself and monitor the balance between control and reward.
- Be in the classroom before the children
- Expect to give and receive respect. Value all ideas and opinions. Respect answers even those that are wrong!
- Smile and communicate
- Expect high standards of work. Insist on good presentation
- Mark work promptly and give constructive comments.
- Set high standards of speech, manner and dress.
- Maintain interesting wall displays and aim to keep your room tidy.
- Do not issue threats you are unable to carry out. Apply sanctions fairly and consistently as set out in the behaviour policy.
- Control shouting and sarcasm. Raising ones voice is acceptable when needed but screaming at and berating children ruins relationships, signals stress and has little effect in the long term. We need to give positive messages about the learning environment and relationships to parents and visitors.
- Don't isolate yourself. Share problems, ask for help if needed.

Code of Conduct for Welfare staff

- Children must NEVER be left unsupervised.
- Communicate with each other! Don't just wander off the yard.
- Always approach all visitors and direct them to the office.
- Never let a parent take their child off the yard without the teacher/office knowing.
- Set high standards of speech and manner and insist on respect. Speak calmly and positively to pupils.
- Apply rules and sanctions in line with the school behaviour policy.
- Be positive, develop systems of rewards that can feed into the school teampoint system.
- Record accidents and injuries in the accident book
- Refer children to class teacher if necessary in line with behaviour policy.

Rewards and Incentives

At St Thomas' we believe that a healthy balance should be created between rewards and sanctions. As well as applying strategies to control unacceptable behaviour we believe that the recognition of strengths and achievements is crucial to promoting our aims. We place a great emphasis on praise and reward because this fosters a positive approach to work and creates a motivating climate within the school.

The class teacher will use the following rewards:

- Verbal recognition in front of class
- Showing work to rest of class
- Positive comments written on work
- Award of team points or stickers
- Sending child to another teacher for praise.
- Sending child to the Headteacher for praise.
- Sending letters home to parents

The school also has a whole school "team point" system as an incentive for the collection of reward points.

Each class is split into four equal teams (Calder, Wyre, Hodder, Ribble). Each class teacher sticks a team point collection chart on the wall each week. Children collect team points next to their name for good work, effort and behaviour. On Friday these points are collected and added together.

During Friday's collective worship the winning weekly team is announced and recorded on a chart in the school hall. The style or theme of this chart is changed regularly to capture the children's interest.

In addition to the team point system two children per class each week are chosen for a special mention. This is related to good behaviour, achievements and effort. The child's name and reason for being chosen is recorded in a celebration book which is displayed in the Foyer.

In addition once per half term a child from each year group is nominated for a 'Superstars' award. This can be awarded for good behaviour, increased effort, a general improvement in work or attention etc. A certificate and a book token (sponsored by FOSTS) will be awarded once a half term in a special assembly to which parents/carers are invited. The certificates will be displayed in the hall for the following half term.

Weather System

A weather system is used in classes to promote whole class good behaviour. This system is appropriate to settle a class, establish expectations or as a monitoring tool. All pupils have name cards which aim to stay on the sunshine, where they begin each day. Children's names are then moved to the cloudy weather station, if they have broken a class rule and have already been given a verbal reminder.

Children whose names are on the cloud will miss some or all of their next playtime. Names move to Thunder if the unacceptable behaviour persists.

Children with names on the thunder have a suitable sanction imposed. It presumes that a child has been warned twice to change behaviour and has decided not to comply.

Children who have had their names on the thunder during the week will miss a percentage of their Golden Time on Friday and will instead spend the time in the Reflection Room. This is a quiet space where the children have the time to think about their behaviour and complete a think sheet. These are recorded and filed during the term for staff to refer to if necessary. If a child is on the thunder once in the week, they will miss some or all of their Golden Time. If they are on Thunder twice, they will miss all of their Golden time and some lunch breaks. If a child has their name on thunder three times in a half term, a letter will be sent home to inform parents and the child will miss 3 lunchtime sessions in the following week. During these lunch time sessions, if deemed appropriate, the child can attend social skills sessions to help them develop skills to manage their behaviour more appropriately. These will be run by an experienced TA.

Pupils are rewarded if their name stays on the sunshine all week by a Golden time during which they can choose an activity (ie a sports session or an indoor art/craft time)

Pupil names should all be placed on the sunshine at the end of the day. Other parents should not have access to names on cloud or thunder.

NB. If relationships are good and the class is settled and behaving well this system can be abandoned as unnecessary. Gentle reminders from the teacher might be all that's needed to keep a child on track and an over use of behaviour management systems can reinforce negative behaviour. A whole class behaviour management system is also not an appropriate method to

deal with the SEN EBD problems of one child who might end up on the cloud lesson after every lesson (See SEN section).

Significant Event Sheets

When a pupils' behaviour is causing concern a brief log of any significant incidents should be made on a significant event sheet. This log must be dated and should include any meetings with parents/telephone conversations. It is easy to forget dates and details which will be needed if any further action is required at a later date. It also protects staff against any litigation or future complaints. These sheets should be stored in a secure place eg in the back of the assessment or planning file. This sheet can be used to log child protection concerns. In all instances the Headteacher should be notified.

Lunchtime Supervision

At 12.00 pm promptly 1 welfare assistants collect children from classes 1 and 2. The infants toilet, wash hands and then go into the hall for their lunch.

1 welfare assistant goes into the dining room and the other onto the back yard.

At 12.15 pm (approx.)the whistle is blown and the juniors are brought inside one class at a time to wash their hands and then go into the hall for their lunch.

Children should be encouraged to eat quietly and sensibly without leaving their seat or making a mess on the floor. Unacceptable behaviour must be sanctioned and expectations made clear.

After lunch one welfare assistant goes on the front yard with Reception. The welfare **MUST BE THERE FOR THE FIRST CHILD.**

Yrs 2 - 6 go on the back yard with the second welfare assistant. The other welfare stays in the hall and monitors the toilet area until the last child leaves.

A rota is organized so that all welfare rotate around the different duties.

Tables should not be put away. Kitchen duties are additional to the 1 hour and 15 minutes welfare.

On the yard pupils should be encouraged to play with any equipment appropriately.

Football is restricted to the far side of the playground near the gabions, with only one ball being used to play the game. On occasion a second ball can be used to practise taking penalties, but this is at the discretion of the staff member supervising the yard.

A welfare assistant should always monitor the bank and around the back of the hall. You should be vigilant as these areas present dangers and are out of bounds.

If a child has an accident the welfare assistant on the back yard should send the child inside to see either the first aider or other welfare assistant. The accident needs to be recorded in the accident book by the adult who attends to the child (see medical policy). The medical box is found in the KS2 resource area. It should always be left tidy after use. The welfare assistant on the yard should never leave the playground to bring a child inside. If the accident is serious a sensible year 6 should be sent inside to find the first aider or Headteacher.

Children can only leave the yard when given permission by the welfare assistant. Welfare staff should work as a team and not wander off without making the others aware of where they are going!

To encourage positive behaviour in the dining hall:

1. Staff should move around talking to children and giving assistance when necessary. Welfare staff should not eat their lunch when working.
2. Positive rewards are important and should be given freely to praise good manners and behaviour.

If problems occur a first strategy would be to move a child to another seat away from provocation or temptation. If a pupil's behaviour is unacceptable and continues after intervention the behaviour policy sanctions should be imposed.

To encourage positive behaviour on the playground:

1. Members of staff should circulate and chat to pupils so any problems can be predicted and action taken to intervene.
2. Staff should watch and look around at all times. Staff should be vigilant for aggressive behaviour, isolated pupils or secretive behaviour.
3. A list of games should be available to use and can be organised for the

children. Many children end up in trouble because they are bored.

4. Team points should be awarded for good behaviour and given to the teacher at the end of play.
5. Lessons start at 1.00 pm.

Sanctions should be applied as specified in the behaviour policy. This should be consistent for all welfare staff. Unless a serious incident has taken place (see behaviour policy) the following system can apply:

1. First try a quiet personal reminder.
2. Praise the child if s/he listens and acts on your instructions.
3. Warn the child if the behaviour persists. Do not ridicule the child.
4. Separate the child from peers.
5. Finally refer the child to their class teacher.

Serious misbehaviour relates to verbal abuse, violence towards another pupil, refusal to obey instructions etc....

Wet Playtimes

During wet plays Mrs Alderson will inform welfare staff of their role for the day.

At wet plays it is essential that the children are always supervised.

In class the children should play sitting down and not run around the room. They should use the equipment allocated by the mid day supervisors.

Ten minutes before the end of play the class should be tidied up and children encouraged to read quietly or listen to a story.

A meeting will be held with the Deputy Head half-termly to monitor lunchtime arrangements.

Dealing with unacceptable behaviour

Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are defined and well understood.

We have identified a list of strategies and sanctions to respond to unacceptable behaviour. These **MUST** be applied consistently from class to class throughout the school and by welfare and support staff.

We have identified three levels of unacceptable behaviour and matched sanctions to the level of seriousness of each offence.

We are very much aware that children must be treated as individuals and that teacher response might vary according to need and situation. However, taking this into account, the following strategies have been agreed must be applied consistently throughout the school.

Unacceptable Behaviour Level 1

Sanction

<ul style="list-style-type: none"> • Pushing in • Interrupting teacher • Running around school • Telling tales • Work avoidance: wasting time, wandering • Eating in class/on yard • Excessive chatter/being too loud • Teasing • Horse play/ play fighting 	<p>Class teacher re focuses pupil with minimum interaction. eg reminds child of school rules and expects child to respond positively. <i>(If child does not respond move to sanction level 2.)</i></p>
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Unacceptable behaviour level 2

<ul style="list-style-type: none"> • Swearing to self • Swearing at pupils <i>(move up traffic light - think sheet)</i> • Disrupting others in class, acting up to peers <i>(isolate child, move seat)</i> • Arguing back <i>(move down weather chart to cloudy, sorry letter)</i> • Graffiti <i>(clean up, pay for damage ?, environmental work for a week)</i> • Physical Retaliation <i>(move down traffic light)</i> • Refusing to follow instructions the first time <i>(sorry letter, move down traffic light)</i> 	<p>Continued from level 1.</p> <ol style="list-style-type: none"> 1. Remind child of rule again being careful to criticise the behaviour not the child but also warn the child of the consequences of their actions. 2. If behaviour continues apply consequence relative to misdemeanor. <i>(see in brackets)</i>
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Unacceptable Behaviour level 3

Numbers in brackets show at the which stage the procedure will start before moving up to 7. Serious offences can warrant exclusion at level 7 immediately eg a physical attack on a member of staff.

<ul style="list-style-type: none"> • Blatant disobedience (2 - 7) • Swearing at staff (4/5- 7) • Physical/ Verbal abuse of staff (7) • Misbehaviour then lying to get out of trouble or get someone else into trouble (1-7 depending on nature of offence) • Biting (1-5 then to 7) • Leaving the premises (4 plus outside services) • Kicking with intention to harm(1-7) • Vandalism (1-7 plus repairing damage) • Fighting (1-7) • Stealing (1-7) • Racial or sexual abuse (5-7) • Bullying (see policy) 	<p>This level of misbehaviour will involve senior staff and parents as follows:</p> <ol style="list-style-type: none"> 1. HT investigates and logs behaviour. Class teacher applies sanction and sees parent at end of day/writes informal note to parent. 2. As level 2 but formal letter written to parent and appointment made with class teacher. Class teacher applies sanction. 3. As for level 2. Child put on class report book. Warning of involvement of headteacher. Sanction applied by CT. 4. HT sends formal letter to parent requesting a meeting. Sanction applied by CT. 5. HT applies sanction and sends a formal letter home requesting a further meeting. Warning of further sanctions eg lunchtime debarment, exclusion, report. 6. HT contacts parents for meeting. Pupil put on daily report. Lunchtime debarment discussed and warning of possible exclusion given to parents. If appropriate support from PRU/EP. 7. Exclusion (fixed term to start) <p><i>The sanctions above will be more serious than those at level 2 and might involve time out strategies, target sheets etc using advice from the SENCO and HT. The procedure might be running in line with the SEN code of practice and attempts to improve the child's behaviour using stages 2 -5.</i></p>
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Exclusion

Exclusion is the final strategy used by the Headteacher to deal with seriously unacceptable behaviour.

It is hoped that this strategy will only be used if a programme of behaviour modification or pastoral support has proved to be unsuccessful and pupil behaviour continues to cause serious problems and disruption for the school. If problems occur mainly at lunchtimes a period of lunchtime debarment might mean that fixed term exclusion can be avoided.

Parental support for behaviour improvement programmes often with the involvement of outside agencies is crucial if pupil behaviour is to change. Without this support school can only struggle to deal with the problem in isolation and has only exclusion to use as a final sanction. *Dialogue and cooperation with parents is therefore crucial if progress with behaviour problems is to be made.*

Pupils can be excluded for a fixed period (under 45 days in a school year) or permanently. It is not expected that permanent exclusion will be used for a first offence. Exclusion is a last resort and will only be used if:

1. There has been a serious breach of school discipline
2. All other strategies have failed
3. The pupil is in danger of harming the education or welfare or others in the school community.

Exclusion procedures as outlined in the DfEE circular 10/99 and LEA Policy are followed carefully by the school to ensure that it acts fairly. The Headteacher must always allow a pupil to give their version of events, consult others and collect all evidence available to ensure that the incident did occur before considering exclusion.

If the Headteacher decides to exclude the parent is notified immediately by telephone and a letter is sent within one school day. The Headteacher also notifies the chair of Governors, clerk to the Governors and LEA immediately and sends the PEN form to the Area office. The Governors Pupil Discipline Committee then have the right to consider the Headteacher's decision and hear any appeals from the pupil's parents.

LEA and Diocesan procedures are followed carefully and advice taken from designated officers at all stages in the exclusion procedure.

Power to discipline beyond the school gate

Disciplining beyond the school gate refers to all non criminal bad behavior and bullying which occurs anywhere off the school premises and is witnessed by a member of staff or reported to the school. This includes bad behavior when: a child is travelling to and from school; taking part in any school organized or school related activity; wearing school uniform and/or in some way identifiable as a pupil of the school.

The HT will investigate the allegations and notify the parents of the child about what has taken place. Sanctions will be recommended to the parents, unless the behavior warrants a threat to a member of the public or is criminal, in which case the police will be informed.

Use of Reasonable Force

The term reasonable force covers the broad range of actions that involve a degree of physical contact with the pupils. All members of the school staff have a legal power to use reasonable force.

In a school, reasonable force is usually used to control or restrain a pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment; this is unlawful.

This can range from standing between pupils or blocking a pupil's path or guiding a pupil to safety by the arm (control) through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury (restraint). Reasonable means using no more force than is necessary. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Schools do not require parental consent to use reasonable force on a child.

Power to search without consent.

In addition to the general power to use reasonable force described above, headteachers can use force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for any items not on the above list that may be banned under the school rules.

Behaviour and the SEN Code of Practice

The SEN Code of Practice is used to assess, monitor and support a child who is presenting problems with behaviour. Procedures are as follows:

Initial Concerns

Before approaching the SENCO it is expected that the class teacher will have tried a differentiated approach in an attempt to meet the needs of a child presenting challenging behaviour. This means using the behaviour management techniques outlined in this policy and keeping a log of incidents. If behaviour problems persist despite the efforts of the teacher the SENCO should be approached and the following procedure followed tightly.

- A behaviour checklist (DfES) should be completed by the teacher and further information gathered about the child's problems with support from the TA or SENCO.
- An objective description should be created to identify the target behaviour to be changed.
- A meeting with parents should be held.
- An action plan should be produced for the child by the teacher and SENCO which is reviewed in line with the SEN policy timetable. A positive reinforcement programme is also established taking into account the age and interests of the child.

- If problem behaviours persist and continue to be of concern despite the delivery of a carefully designed and reviewed action plan, advice may be sought from outside specialists eg the Educational Psychologist, LEIS or Pupil Referral Unit.

Please see SEN policy.