

St Thomas More Catholic Primary School

Behaviour for Learning Policy

Aim of the Behaviour for Learning Policy

The purpose of this policy is to achieve the highest possible standards of positive behaviour in St Thomas More Primary School and to enable all members of the school community to live by the following Gospel values;

"Love your neighbour as yourself."

"So whatever you wish that others would do to you, do also to them..."

Objectives of the Behaviour for Learning Policy

- To develop the self-esteem of everyone in the school.
- To enable everyone to have respect for themselves and for others.
- To create a climate in which quality relationships can develop between everyone in the school.
- To contribute to the personal and social development of children
- To develop emotional competence, self awareness and self discipline in children.
- To promote an ethos of mutual understanding in order that an atmosphere is created for effective learning.
- To encourage children to make informed, well balanced choices.
- To ensure that all children are safe, happy and can learn.

All adults in school are required to follow this policy and to act as good role models for the children.

'Problems' are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them

St Thomas More School Code of Conduct

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Positive behaviour is the '*hidden curriculum*'. It is explicitly taught through Growth Mindset our Personal, Social, Health, Citizenship Education scheme of work, and Worship. (See PSHCE policy)

Both in and out of school, children are expected to follow the Golden Rules:

- Be friendly and share. Do not call people names.
- Be gentle. Do not hurt anyone.
- Follow instructions. Do not disobey.
- Do their best. Don't distract others.
- Be honest and truthful. Don't tell lies.
- Be polite and listen to each other. Don't all talk at once.

Recognising Good Behaviour for Learning

'Every child is valued at St Thomas More School and should receive equal opportunities for taking responsibility in the school. Everyone should also expect fair treatment.'

Rights and Responsibilities

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Staff	
Rights	Responsibilities
➤ To be supported by peers and managers	➤ To ask for support when needed ➤ To offer support to colleagues and managers.
➤ To be listened to ➤ To share opinions	➤ To listen to others ➤ To give opinions in a constructive manner
➤ To be treated courteously by others in the school community	➤ To model courteous behaviour ➤ To recognise and acknowledge positive behaviour in others
➤ To be made fully aware of the school's systems/policies/expectations	➤ To seek information and use lines of communication
➤ To receive appropriate training to increase skills in behaviour management	➤ To support others developing their skills in promoting positive behaviour and good attendance ➤ To acknowledge areas of own behaviour management skills which could be developed ➤ To try new approaches

Children	
Rights	Responsibilities
➤ To be treated with respect	➤ To behave respectfully to others
➤ To be safe	➤ To behave in a way which keeps self and other safe
➤ To learn	➤ To attend school regularly ➤ To be willing to learn ➤ To allow others to learn
➤ To make mistakes	➤ To own mistakes ➤ To allow others to make mistakes
➤ To be listened to	➤ To give opinions in a constructive manner ➤ To listen to others

Parents/carers	
Rights	Responsibilities
➤ To be treated with respect	➤ To behave respectfully towards others
➤ To be kept informed about their child's progress	➤ To make sure their child attends school regularly ➤ To talk to their child about what he/she does in school ➤ To talk to teachers if they have any concerns about their child's learning or well being
➤ To be listened to	➤ To listen to others
➤ To have access to information on the school's approach to behaviour and attendance	➤ To absorb information and share concerns
➤ To have concerns taken seriously	➤ To share concerns constructively

Rewards

In order to promote a child's self esteem, we recognise positive behaviour, we reward:

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Good attitudes: good manners, being thoughtful, commitment, caring, fairness

Good work: completing work, achievement, effort, taking pride, perseverance

Action from a teacher might include:

- Smile, nod, thumbs up, specific 'well done for...', verbal praise
- Privilege time – playtime, free choice
- Pointing out good behaviour eg 'I like the way...', tell another adult verbally
- Show whole class the work, child shows work to another adult
- Special sign, note on work eg star, sticker.
- Special reaction by teacher
- Praised privately
- Work displayed on celebration boards
- Individual reward –Star of the Day, house point, sticker etc.
- Group/class points, stripes, stars, merits etc
- SEAL award
- Celebration Assembly
- Headteacher informed

Sanctions

Minor incidents would normally be handled by the responsible adult.

Medium Incidents may be dealt with by class teacher if they are one off incidents.

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Major Incidents should always be referred to the head teacher/deputy head teacher who will deal with the matter in collaboration with the classteacher.

Children sent to HT should either stand by HT room or sit on carpet, not on visitor's chairs. (Children may be asked to sit on the visitors chairs during investigation of incidents or when an incident has been dealt with.)

Children are not to have time out in the corridor.

Level of Incident	Action from the responsible adult might include
Minor Incidents: <ul style="list-style-type: none"> ➤ Initial lack of cooperation ➤ Ignoring ➤ Less serious rudeness 	<ul style="list-style-type: none"> ➤ Early response – eye contact ➤ Surprised facial expression. ➤ Change in voice – lower tone and change volume. ➤ '(name) do you need me to get involved?' ➤ Glare/raised eyebrow ➤ Ignore tactically but follow up ➤ Distract ➤ Use language of choice.
Medium Incidents: <ul style="list-style-type: none"> ➤ Being deliberately rude ➤ Being disruptive – no physical danger ➤ Being involved in negative/aggressive arguments ➤ Teasing ➤ Swearing ➤ Minor untruths 	<ul style="list-style-type: none"> ➤ Repeat work which is unsatisfactory because of poor behaviour/playtimes ➤ Remove from group ➤ Sit child near to you/sit alone/away from main group of children ➤ Take to one side and discuss one to one ➤ Possible involvement of parents ➤ Time out/cool down space
Major Incidents <ul style="list-style-type: none"> ➤ Racial teasing – sexist/racial comments/abuse ➤ Threatening/aggressive behaviour ➤ Hurting another child/adult ➤ Continuous Medium Incidents ➤ Spitting ➤ Stealing ➤ Deliberate deceit ➤ Deliberate damage to property ➤ Unsafe behaviour (throwing things) ➤ bullying 	<ol style="list-style-type: none"> 1. Refer to SMT (Team Leader, Deputy, Head) 2. Internal exclusion 3. Apology and mending rule. 4. Contacting parents. 5. Fixed term exclusion 6. Permanent Exclusion. <ul style="list-style-type: none"> ➤ Record kept of meetings and incidents

Whole School strategies for dealing with more persistent unacceptable behaviour

Involvement of the Headteacher throughout this process

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If unacceptable behaviour continues and no improvement seen:-

- Home/school diary set up and monitored carefully – parents involved with class teacher (initial action)
- IBP drawn up at school action, observation notes kept (review meeting) – a meeting with child, parents, classteachers and headteacher/deputy/SENCO/LBP
- Setting up an agreement between child and parents, and Headteacher – reviewed regularly. Consult with Behaviour Support Service (BSS), involve outside agencies if necessary. Move to School Action Plus.
- If the behaviour targets are not met and the inappropriate behaviour continues the parents and the child will be called to a meeting with the Headteacher. A Pastoral Support Programme may be drawn up
- Usually following a fixed term exclusion Pastoral Support Programme – copies to parents and LA, outside agencies involved – to be reviewed fortnightly.
- If a child is at risk of permanent exclusion a Primary Intervention Meeting may be called.
- If there are concerns for a child going through any of these stages, a Common Assessment Form may be completed with the agreement of the parents.
- Consideration of permanent exclusion or alternative placement/statement/assessment start the legal framework.

There may be a small minority of children with persistent and severe behaviour problems as a result of emotional, psychological or neurological disturbances. Their difficulty in achieving positive behaviour is more pronounced than for the average child. The behaviour of the child is:

- *Usually present early in the child's development*
- *Is regardless of which teacher s/he has encountered*
- *Extreme*

School to be as supportive as possible to individual pupils but the safety and well being of the class as a whole will remain paramount.

Appendices

Establishing Golden Rules

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- At start of each academic year, the teacher should establish the Golden Rules with the children.
- Golden Rules should be displayed in classrooms, hall, corridor, office etc
- Use circle time to embed Golden Rules and discuss how they relate to class behaviour.
- Regularly review how class is operating in relation to Golden Rules AFL.

Maintaining School Ethos

It is the responsibility of all within the school to maintain the ethos and Golden Rules. Children need good role models in order to develop their own self-discipline. We are committed to:

- Focusing on what is going well
- Giving plenty of **valued** praise
- Making clear that it is the behaviour we do not want – not the child.
- Giving clear and regular reminders of what is expected
- Demonstrating good behaviour/manners through our own conduct
- Setting an example ourselves whether in dress, manner, courtesy or care
- Teaching appropriate behaviour through the SEAL scheme of work for PSHCE

Classroom Management for Positive Behaviour

Maintaining an orderly state of affairs is essential. The following procedures need to be established with children in each class. The more the children are involved in establishing the procedures, so much the better.

- Responsibilities identified
- Coming in, going out of class
- Interacting and listening
- Registration
- Cloakroom tidiness and staff supervision.
- Movement around the classroom
- Collecting and putting away equipment
- Attracting the attention of the teacher
- Going to the toilet in class time
- What to do when a task is finished
- Wet playtimes – follow classroom rules
- Good manners

Behaviour Strategies

Intervention

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- Use of intervention skills – diffuse, divert, ignore, positive interaction, use humour
- Offer choice
- Allow take up time to avoid losing face
- Verbal rule reminder
- Send a trustworthy child to fetch an available adult.
- Time out, only works in a positive climate
 - the effect derives from removal of a child from a situation which s/he finds rewarding to one which is unrewarding;
 - child **must** be the responsibility of an identified adult;
 - must be viewed as a serious consequence of behaviour
 - child should only be removed for the following reasons
 1. the child's behaviour is too dangerous
 2. for managing specific behaviours
 3. if the child's behaviour is preventing the class from working
 4. as a positive strategy
 - the child is still the class teacher's responsibility
 - child's return to class is at the class teacher's discretion
- Allow cool off time to calm down
- Re-model 'What would have been a good thing to do?' Give the child the right to reply
- Discuss concerns with Key Stage coordinator/deputy/head
- Discussion with parents

St Thomas More CE(A) Primary School Rewards and Sanctions

Rewards	Golden Rules	Sanction
<p>If you choose to keep the rules...</p> <ul style="list-style-type: none"> ✓ Your teacher will praise you. ✓ You keep all your Golden Time counters and get half an hour of free choice each week. ✓ You can get an individual reward. ✓ You can earn a sticker ✓ You can earn a whole class reward. ✓ You earn a lunchtime award. ✓ You get to show other teachers how well you are doing. ✓ You get a Headteacher's award. 	<p>Blue: Be friendly and share. Don't call others names or leave people out.</p> <p>Purple: Be gentle. Don't hurt others.</p> <p>Orange: Follow instructions. Don't disobey.</p> <p>Yellow: Do your best. Don't distract others.</p> <p>Red: Be honest and truthful. Don't tell lies.</p> <p>Green: Be polite and listen to others. Don't all talk at once.</p>	<p>If you choose to break the rules...</p> <ul style="list-style-type: none"> ➤ You will be given a warning ➤ You will lose 5...10...15 minutes Golden Time if you do not put the rule right. ➤ You will have time out in your classroom. ➤ You will have time out with another teacher. ➤ You will get a break time / lunchtime detention in silence. ➤ You will be sent to the Headteacher. ➤ Your parents will be contacted. ➤ You will have an exclusion in school. ➤ You will be excluded from school for an agreed time.

Incident Form

Child's name: _____ **Class:** _____

Date: _____

Time: _____ **Place:** _____

Is handling policy in place for child? Yes/No

Is IBP in place for child? Yes/No

Type of incident / persistent behaviour:

Refusal to do as asked **Using inappropriate language to another**

Persistent disruption **Deliberately hurting another**

Persistent calling out

Other

Brief description of incident including antecedents:

Out come (including any follow up required):

Staff involved:

Copy of sheet sent home? Yes/No

Signed: _____

Everyday Routines

Start and End of the Day

- Teachers need to be on the playground by 8.45 am, a teacher from each year group or department should open the doors at 8:45am.
- At the end of the day children leave to find parent or carer, if no body is there they must return to their class teacher who will wait with them or after 3:30pm will phone parent/carer to arrange pick up.
- Cloakrooms: Teachers and TAs to be present in the cloakrooms at whole school entering and exiting times.
 - Years 1, 2 and 3 to enter and leave by the Cherwell classroom
 - Years 4, 5 and 6 to enter and leave by the Upper KS2 entrance.

Assemblies

- Children should line up quietly in register order and walk silently to the hall in this line.
- Staff will monitor the corridor for good behaviour.
- Entry to and exit from the hall should be in silence.

Playtimes and Lunchtimes

- Children should play games relevant to designated areas
- Games which can cause physical injury are not allowed
- Football/netball in designated areas when allowed
- Children should have consideration for the well-being of other children
- At the end of play a whistle is blown and KS1 and 2 children stand still. A lunch time supervisor will show the class number and that class will walk calmly back to class, Year 1 children line up and are collected promptly by class teacher. All class teachers should be on the playground promptly when the whistle blows at the beginning of the school day and the end of break and lunchtime.

What to do at playtime/lunchtime if an incident occurs

- Playground Pals can assist in solving minor incidents
- Assess the situation calmly; don't jump to hasty conclusions
- Walk calmly to the children and disperse those not involved
- Talk to the children about the incident
- Listen to both sides fairly
- Discuss and agree possible solutions with the children
- Be sure to carry out the agreed plan
- Remind the children of the relevant Golden Rule
- See Lunchtime Discipline Plan

St Thomas More CE(A) Primary

Lunchtime Discipline Plan

School Golden Rules

Blue: Be friendly and share. Don't call others names or leave people out.

Purple: Be gentle. Don't hurt others.

Orange: Follow instructions. Don't disobey.

Yellow: Do your best. Don't distract others.

Red: Be honest and truthful. Don't tell lies.

Green: Be polite and listen to others. Don't all talk at once.

Rewards

Please look out for good behaviour over bad.

- ✓ Praise – verbal, whenever you see the Golden Rules being kept
- ✓ LTS certificates
- ✓ House Points.

Sanctions

1) A verbal warning for breaking the Golden Rules

- One off swearing
- Being physical with another child.
- Being in place the wrong place by choice.

2) Send to the 'time out' wall outside the Y2 classroom for 5 minutes. Emphasise this is to cool down and is a helpful strategy.

3) Yellow Card Incident: this is an ultimate sanction and should not be over used.

- Continual swearing at peers or adults.
- Hurting others deliberately
- Repeated name calling
- Repeatedly refusing to do as asked.
- Aggressive blatant disrespect to adults.

If a yellow card is deemed necessary LTS refers incident to a senior teacher.

Evidence is on what you saw and heard, not what you have been told by someone else. It is the senior teacher who issues the yellow card not the LTS.

The class teacher must be informed at 1.25 pm. The class teacher must then inform parents verbally at the end of the day.

If a child is issued a yellow card they must amend their behaviour and have the card signed off for 5 days by the LTS involved. Give praise if behaviour is improved.

A photocopy will be filed.

Out on school trips/visits out of school

- Children should be made aware that they are the school's representatives when out of school and that how they behave in public places matters a great deal
- Adult supervision is essential – in line with the legal requirements
- Children, teachers and helpers should be given a copy of the school's expectations for behaviour
- On coaches and mini buses children should always remain seated, in a seat belt with the adult who is in charge of their group

Support

If you have a child that requires support in your class then remember that:

- You will need help – that is only fair for you, the rest of the class and the child with challenging behaviour
- It is NOT a one person responsibility – it is a whole school matter
- You must not be afraid to seek help from
 - a) a Key Stage Coordinator
 - b) Deputy
 - c) Headteacher
 - d) SENCo
 - e) Other staff

YOU HAVE NOT FAILED IF YOU FEEL YOU CANNOT COPE WITH A CHILD

Legal Matters

- 'Teachers are required to maintain good order among the pupils and to safeguard their health & safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere' (Teachers Pay & Conditions Document)
- Teachers also have a duty to act *in loco parentis* in the manner of caring and reasonable parents
- Corporal punishment was abolished in 1986 (Section 47 Education (No2) Act 1986) and this included not only the use of the cane but also other forms of physical punishment such as slapping, pinching, prodding, pulling throwing missiles at a child, any form of rough handling.
- The law does recognise the certain justifications for physical force/restraint. It should only be used to prevent a child from harming him/herself or another child or adult or from damaging property. Staff should not attempt to restrain a child if they are likely to put themselves at risk. If it becomes necessary to restrain a child, a Handling Policy will be drawn up between the school, parents and Behaviour Support Service Teacher.
- The exclusion guidance section 49 of the DfES guidelines on dealing with behaviour states that, 'Removing pupils from school sites for disciplinary reasons without following formal exclusion procedures is illegal, since there is no basis in law for head teacher or other staff to do this, even if done with the agreement of parents or carers.'
- It is the school's responsibility to inform parents that a child who is excluded for less than 6 days should not be seen in public during school hours. After 6 days the child should receive full-time education off site.
- Section 88 & 89 of the Education & Inspection Act 2006 give teachers the right to discipline, a right to detain pupils, and a right to confiscate items.

Layers of Behaviour Management

