

# Behaviour Management Policy

## Mission Statement

**'At the heart of our Christian school is the child'**

Together we are committed to:-

- Celebrating our unique and special place in the eyes of God.
- Loving and caring for each other and the world around us.
- Inspiring the joy of learning and helping our children to achieve their full potential.
- Nurturing and developing the whole child; valuing their unique contribution.

This can be summarized as:

**'Inspiring Faith, Love and Learning'**

We feel that this statement sums up succinctly what we wish to achieve at St Thomas' for our school community.

## Aims and objectives

It is a primary aim of our school that every member of the school community feels loved, valued and respected, and that each person is treated fairly, in line with our Christian beliefs and practices. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and live together. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Christian values of love, respect and forgiveness are paramount in the way we approach behaviour management at St Thomas'. These values will be implicit in all that we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

**'Forgive us our trespasses, as we forgive those who trespass against us'**

This policy is supported by other school policies, which are intended to safeguard and promote the welfare of our children. These include: Anti-bullying, Attendance, Health and Safety, Sex Education, Drug Education, Safer Recruitment, Whistle-blowing and e-Safety.

### Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act
- The Health Act
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

### Whole School Behaviour Management

Each class will display a positive behaviour management system, using the colours, Gold, Green, Amber and Red. Every child starts every day on Green, in recognition that each day is new, regardless of what may have happened previously. Children can be warned about poor behaviour choices, and then moved to Amber. If they correct their poor behaviour choices, they can move back to Green. If poor behaviour continues, then the children are moved to Red and sanctions are applied, such as loss of playtime. This will be communicated with parents. In order to recognise consistent good behaviour choices, children can be moved to Gold. If a child is moved to Gold, they will be given a Dojo for use with the class behaviour system.

The colours for the behaviour chart will be consistently displayed in each classroom throughout the school, although the themes may change, depending on the ages of the children. The system will be shared with the children on the transition morning in July, before they start in the new academic year, and the children will generate positive rules, emphasising what they *should do*, rather than what they *should not do*. These rules will be broadly grouped into 3 sections, managing ourselves, dealing with others and looking after/ respecting property.

### Positive Learning Behaviours

It is recognised that some of the triggers of poor behaviour choices are linked to difficulties that the children may face in school. For example, a child who does not know what to do in a lesson, or finds work too difficult may begin to make poor choices about their behaviour as a result of the stress caused by the situation they are in. In the first instance, the principles of quality first teaching should be employed to minimise this problem. All teachers will use a visual timetable to ensure that children know what to do throughout the day.

In addition to this, all classes will display the current focus from the 'Non Negotiables for Empowering Learning' for the specific year group eg: 'This half term Y3 will be working on Teamwork' with a breakdown of teamwork skills for Year 3, in child friendly language. For further information, see Appendix 1.

## Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Each week, we nominate a child from each class to be 'Star of the week'.
- Each 'Star of the week' receives a certificate in the school assembly to take home as a record of their achievement.
- Awarding dojos using the Class Dojo system.

## Use of Class Dojo as a positive reward system

The online Class Dojo system will be used by all school staff, including the Head Teacher, Teachers, TAs, MDAs and office staff. Dojos will be awarded for:

- Behaviour
- Participation
- Concentration
- Being on task
- Persistence
- Teamwork
- Working hard
- Good work (recognised by a sticker in the child's book, to be exchanged for 1 Dojo)
- Jobs around school
- Getting to Gold on the class behaviour chart

MDAs/ office staff will give out 'tickets' to be returned to the teacher in exchange for a dojo. Each MDA has a set number of dojos per day.

The reward for achieving a set number of dojos will be negotiated with the class, but will be some sort of treat, such as the chance to sit where they want to work, or to read a book to a group of children in a younger year group.

## Whole School recognition

The school will award pupils with badges for the number of dojos they receive over a period of one academic year. These badges will be awarded as follows:

Award	Number of dojos
Bronze	50
Silver	100
Gold	150
Platinum	200
Diamond	300

## Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. This is used in conjunction with the Whole School Behaviour Management System.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher informs a senior member of staff, who records the incident and takes the appropriate steps in line with the school's Anti-bullying policy.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the mission statement and school rules at regular intervals with each class. In addition to the school rules, each class may also have its own classroom code, which is agreed by the children and in this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time or similar opportunities.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document "Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013". Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that this policy is implemented correctly and in line with the Christian ethos of the school and that their classes behave in a responsible manner during lesson time.

The class teachers at St Thomas' should have the highest expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.

The class teacher should treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding, in line with the values indicated in the school's mission statement.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher should seek help and advice from the SENCO, Deputy Headteacher and/or Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service. The class teacher will also fully implement all aspects of any Individual Behaviour program's and attend meetings concerned with behavioural aspects.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with the appropriate policy.

## **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or a senior member of staff. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfE, July 2017). We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child

permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Parents have a right to request the attendance of an SEN expert at a review, regardless of whether the school recognises that their child has SEN. The SEN expert's role is set out in paragraphs 164 to 167 of the DfE's "Exclusion from maintained schools, academies and pupil referral units in England – September 2017".

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they will consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes:

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of next review: October 2020