



## St Thomas á Becket CE (Aided) Primary School

### Behaviour Policy

<b>Statutory</b>	
Policy agreed	17 May 2017
Policy published	
Next review date (H/T free to determine)	May 2020
Approved by (Head teacher)	Chair

### Statement of Behaviour Principles

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

1. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils;
2. Notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school behaviour policy which is reviewed and approved annually by the governing body.

Our principles are that:

- Staff and pupils will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision making.
- Expectations of both staff and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately.
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly.

## **Positive discipline and behaviour policy**

**This document is a statement of the aims, principles and strategies for positive discipline and behaviour at St Thomas à Becket CE Aided School, Tilshead. It is to be used in conjunction with the anti-bullying policy.**

Good behaviour is conduct that enables the school to fulfil its function to develop fully the potential of all pupils. Bad behaviour is conduct that prevents this, either when an individual by behaving badly prevents their own development or when unacceptable conduct disrupts the development process of other members of the school community. We recognise the importance of a positive approach to the behaviour of children in the school.

St. Thomas à Becket Church of England (Aided) Primary School wishes to provide a safe and secure caring Christian environment for all children to enable optimum learning to take place.

### **Aims and Values**

St. Thomas à Becket School aims to:

- Provide a happy and secure environment for all those who work in or visit it.
- Encourage children's awareness and understanding of good self-discipline.
- Encourage children's awareness and understanding of the needs of others.
- Provide a consistent approach to discipline, having regard to the different developmental stages of the children.
- Encourage children and adults to respect and value all members of the school community.  
Expect appropriate behaviour.

### **Broad Guidelines**

1. St. Thomas à Becket Church of England (Aided) Primary School will value the variety of cultures and abilities within the school and will deal quickly and firmly with any form of racism, sexism or bullying.
2. A consistent approach by all adult members of the school community is essential in achieving and maintaining effective discipline.
3. Incidents arising outside lessons will be dealt with initially by the staff observing them and if necessary, then passed to the appropriate member of teaching staff. All adult members of the school community should regard themselves as being "on duty" at all times and should never allow misdemeanours to go unchecked.
4. Any referrals should be followed through to ensure that appropriate action has been taken. Empty and inappropriate threats are an incentive to further poor behaviour and are not to be used.
5. A positive approach to discipline is more effective than a negative, confrontational one. Boundaries should be set early. Once these are established positive discipline should be exercised, and good behaviour should be the expectation.
6. Warm, friendly relationships between all members of the school community are a strong incentive to good social behaviour.

## **Rules**

These need to be explained so that children understand their purpose.

1. A peaceful and industrious working atmosphere will be expected.
2. Children will be expected to walk quietly within the building.
3. Property will be respected. Anything the child brings to school must fit into the child's drawer or the show and tell box, and remains the child's responsibility.
4. The playground and quiet areas are for different activities and need to be respected.
5. Bad language is not permitted.
6. Bullying is not allowed - Bullying is the use of aggression with the intention of hurting another person. Bullying results in verbal or physical pain and distress to the victim. It is an action that is repeated not a one of event.
7. Racist and sexist behaviour and negative attitudes towards minority groups will not be tolerated.

## **Behaviour management**

### **Incentives**

- Verbal praise
- Smiley faces / stickers on children's work.
- Positive comments on children's work
- Showing good work to another class or head teacher or shared in Celebration Assembly
- Head teacher Awards
- Weekly Star pupil
- Copies of good work sent home.
- Stickers for effort and behaviour (MDSA too).
- Class teacher rewards
- Golden Time.
- End of year courtesy trophy (voted by all adult members of the school community).
- End of year achievement awards

### **Dealing with unacceptable behaviour**

#### **Progression of sanctions**

1. Making eye contact to make the child aware that the behaviour is unacceptable.
2. Quietly saying the child's name.
3. Positive reinforcement of another's good behaviour if relevant (e.g. – well done Billy for sitting so quietly).
4. Quiet reinforcement of expected behaviour.

5. Correction by adult at the time by speaking to the child alone about why the behaviour is unacceptable and how it can be compensated for (apology).
6. Warning given to child that if behaviour continues it will be recorded in the Behaviour Log and warning of sanction.
7. If a sanction is necessary it should be immediate whenever possible. Sanctions might consist of time-out in another class or from playtime – mid-morning break or lunchtime.
8. Behaviour to be recorded in Behaviour log (so that patterns can be observed).
9. Staff to inform Head or senior staff of persistent inappropriate behaviour.
10. Head Teacher to monitor numbers of incidents recorded (and if persistent pupils).
11. Parents may be asked to come to school to discuss the situation.
12. A letter may be sent home in the case of persistent poor behaviour or specific behavioural issues in school.
13. If further action is needed parents will be informed of the situation and given information about the exclusion procedures and contact details of the parents' support group 'ASK'
14. Warning may be given of a temporary exclusion.
15. Following Local Authority guidelines a temporary exclusion may take place.
16. The Exclusion panel of the Governing Body, having considered the circumstances, may decide upon a permanent Exclusion.
17. Permanent exclusion if Governors and LEA agree.

## **Exclusion**

The Staff and Governors of St Thomas a Becket Primary School are fully committed to achieving high standards of discipline and behaviour in our school.

The School Policy for Behaviour sets out clearly our aims and objectives and the code of conduct we expect from our pupils. All Staff are in agreement with the Policy and implement it consistently so that pupils understand what is expected of them and know the boundaries of behaviour.

Through the Behaviour Policy, we aim to promote among pupils, self-discipline, a respect for authority, care and respect for others and an understanding that good behaviour is rewarded but bad behaviour will be punished.

However, if a pupil's behaviour continues to be disruptive or violent, in spite of applying all the measures in the Behaviour Policy, and undermines the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence.

## **Exclusions**

In accordance with statutory guidelines, if pupils are sent home from schools following a breach of discipline, even for a short period of time, this must be recorded as an exclusion.

The school adheres to the reasons for exclusion as set out in Wiltshire guidelines.

The head teacher has the power to exclude a pupil from the school for one or more fixed periods not exceeding 45 days in any one school year

Exclusion will be used in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and support have failed to achieve the desired change in behaviour and attitude. However there may be occasions where very poor behaviour warrants an exclusion.

Exclusion may occur in the case of:

- physical assault against a pupil or adult with the intention to cause harm
- Verbal assault, including the use of bad language, to an adult
- intentional serious damage to school property
- Where bullying or racist abuse are persistent over time
- When evidence shows that the disruptive behaviour is persistent over time and that measures that are in place are not improving the situation.
- Behaviour which raises concerns about the safety of the child and/or other children and adults.

Disruptive behaviour includes: Challenging behaviour, disobedience and persistent violation of school rules.

## **Positive Handling Plan**

Where it is necessary members of staff can, if they believe there is a danger to the child, themselves or other pupils, use reasonable force to prevent a child from damaging themselves or others. This will, except in a case considered to an emergency (and in their absence) be done by trained staff. Currently this is Stephanie Noyes.

## **Behaviour referrals**

If children demonstrate worrying behaviour the SENCO will be informed who will make a record of concern. (Stage One).

If the behaviour is a consistent concern then an Individual Health and Care Plan (IHCP) will be drawn up and discussed with parents. If necessary, and with parental permission Wiltshire Behaviour Support or Psychological Service could be asked to discuss with and advise the class teacher in an informal manner. If there is no improvement and serious concern is felt then a formal referral to Wiltshire Psychological Service will be discussed with the Head teacher, SENCO and parents.

## **Relationships with Parents**

Parents will be welcomed into school and encouraged to talk to staff regarding any concerns so that we know one another well and can work together on a consistent approach to the behaviour of the children. The Home School Agreement will support this.

## **Lunchtime Behaviour and Supervision**

### **General Points**

The MDSA's are responsible for the safety and welfare of the children during the lunchtime period. One senior teacher will remain on-site at all times to be referred to if necessary.

Children are to be praised for good behaviour at all times. Please tell the teacher at the end of the lunchtime so that this can be reinforced in the classroom. Reward stickers can be used at your discretion to promote good behaviour, kindness, good manners etc.

Expect and offer politeness and courtesy at all times.

MDSA's are to deal with difficult behaviour themselves whenever possible so that children see them as being responsible and not the teacher.

### **Lunch Guidelines**

#### **During Lunch**

- Pupils stay in their seat at all times.
- Pupils put their hand up if they need anything.
- Children stay in their seat for at least 15 minutes and only leave when given permission.
- Children take all rubbish and uneaten food home.
- MDSA encourages children to eat as much of their lunch as possible with a focus on the healthy options first.
- Check lunch boxes (especially younger children) to see food is eaten and drink consumed.
- Children talk quietly and behave politely at all times.

#### **At play**

- The same rules apply as in the behaviour guidelines (including following the Golden Guidelines).
- Only children in years 5&6 may fetch a ball that has gone over the fence after being given permission by an adult on duty, who must check they return safely.

### **Lunchtime Incentives**

- Children who show really good play or lunch behaviour will be given a golden card to give to the teacher at the end of lunch and will get a raffle ticket.

- Lunch place-mats to be given to children who are eating and behaving well at lunch.
- Table decorations to be awarded to table or groups of children who are eating and behaving well at lunch.

### **Lunchtime Sanctions**

The following sanctions are to be used:

- MDSA has a quiet word with the offender
- If children misbehave they are given a warning.
- If poor behaviour continues they are to be sent to the staffroom with a red card and will miss 10 mins of play.
- If they get three red cards they will miss a whole lunch play.
- If the poor behaviour continues then a letter will go home and they will miss a week of play times.

If misbehaviour is persistent the Head teacher will be informed and the misbehaviour dealt with according to the behaviour policy. Persistent bad behaviour may result in the child being sent home for the lunch hour.

Signed: .....

Position: .....

Date:.....