



St Thomas à Becket Primary School

With faith and nurture we flourish

Ethos Statement



Friendship | Respect | Truth | Forgiveness | Thankfulness | Perseverance

Mark 4:31-32 *"It is like a grain of mustard seed, which, when sown on the ground, is the smallest of all the seeds on earth yet when it is sown it grows up and becomes larger than all the garden plants and puts out large branches, so that the birds of the air can make nests in its shade."*

At St Thomas à Becket Church of England Primary School we believe that every child has the right to achieve, within a caring, happy environment based on Christian values where every member of our community is shown respect.

Behaviour Policy

Statutory	
Policy agreed	June 2022
Policy published	June 2022
Next review date (H/T free to determine)	June 2023
Approved by	Chair of Governors

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.

Our principles are that:

- As underpinned by our Christian Values, 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.
- Updates to the guidance in Keeping Children Safe in Education (2021)

As a church school we endeavour for our vision:

With wisdom and inspiration rooted in our Christian values we nurture all to flourish

and shine through this policy and its implementation.

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.

In order for true equality there may be variations, on occasion, to meet individual needs.

Aims and Values

Our core values of Friendship, Truth, Forgiveness, Perseverance, Respect and Thankfulness are reflected in our aims and daily life in school and in the wider community.

St. Thomas à Becket School aims to:

- Provide a happy and secure environment for all those who work in or visit it demonstrating respect
- Encourage children's awareness and understanding of good self-discipline
- Encourage children's awareness and understanding of the needs of others to learn forgiveness
- Provide a consistent approach to discipline, having regard to the different developmental stages of the children to show perseverance
- Encourage children and adults to respect and value all members of the school community to display friendship
- 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, discrimination 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. When children get it wrong, they will reflect on the situation with an adult. Framed by the principles of restorative practice.
7. Warm, friendly relationships between all members of the school community are a strong incentive to good social behaviour.

Rules

Our website describes our core values as a jigsaw – the individual pieces don't work well on their own but put together they create the perfect picture. Our wider values of trust, service, justice, compassion, generosity, courage, community, dignity, hope, peace, joy, and wisdom are present in our school rules.

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

1. A peaceful and industrious working atmosphere will be expected. (service, community)
2. Children will be expected to walk quietly within the building. (trust, community, peace)
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. (trust)
4. The playground and quiet areas are for different activities and need to be respected. (generosity, joy)
5. Swearing/unacceptable language, including gestures, is not permitted. (community, dignity, wisdom)
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 off event. (trust, compassion, courage, justice, community)
7. Racist and sexist behaviour and negative attitudes towards minority groups will not be tolerated. (justice, compassion, dignity, hope, peace)

Behaviour management

The school's vision, (based on the story of the mustard seed) underpins how members of this school community interact with one another in order that everyone can flourish. It is our intention that every intervention with a pupil is an opportunity for our Christian faith to be present and at work.

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
- 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
- Learning Power certificates
- Golden tickets (Hot Chocolate Friday) for children who always get it right/ display the school's Christian values
- Reader of the Week
- Postcards sent home
- Headteacher wristbands

Dealing with unacceptable behaviour

Principles of Restorative Justice

- Build healthy relationships
- Reduce, prevent and improve harmful behaviour
- Repair harm and restore positive relationships
- Resolve conflict, hold individuals and groups accountable
- Develop empathy and reflection

Restorative Justice Questions

When challenging behaviour

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think needs to happen to make it right?

To help those affected

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Progression of sanctions- behaviour ladder

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.

Low level disruptive behaviour in the classroom- see behaviour ladder (Appendix A)

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.

Exclusion Procedure

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.

We will always endeavour to have at least two members of staff Team Teach trained in case of the need to use restrictive physical intervention (RPI). RPI will always be a last resort and de-escalation strategies will be used first.

Behaviour referrals

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

If the behaviour is a consistent concern, then a Behaviour Plan 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 Educational Psychologist Services 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 schools core values of friendship, truth, forgiveness, perseverance, respect and thankfulness are expected to be exhibited during lunch and playtimes.

MDSA's are responsible for the safety and welfare of the children during the lunchtime period. And at least one 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. MDSAs to tell the teacher at the end of the lunchtime so that this can be reinforced in the classroom. Reward stickers and wristbands can be used at the discretion of staff 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 just the teachers.

Lunchtime Guidelines

During Lunch:

- Pupils stay in their seat at all times
- Children take 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 at a reasonable level (no shouting) and are polite at all times

At play:

- The same rules apply as in the "Broad Guidelines" and behaviour ladder
- 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 by living out the school's Christian values will be given a lunchtime wristband.

Lunchtime Sanctions

The following sanctions are to be used, in conjunction with the behaviour ladder:

- MDSA has a quiet word with the child(ren)
- If poor behaviour continues or a "Stage 3" behaviour occurs, they are to be sent to the staffroom with a red card and will miss 10 mins of play and will reflect on the incident.
- If poor behaviour continues, there may need to be alternative lunchtime arrangements made to ensure the safety and wellbeing of all pupils.

If misbehaviour is persistent the Head teacher will be informed and the misbehaviour dealt with according to the behaviour policy.

Appendix A: Behaviour Ladder

Behaviours include		Consequence
<i>This list is not exhaustive – professional judgment will be used</i>		
★★★★★	<ul style="list-style-type: none"> Always doing the right thing, all the time Living the school's Christian values 	<ul style="list-style-type: none"> Golden ticket (Hot Chocolate Friday) Postcard home
★★★★★	<ul style="list-style-type: none"> Going above and beyond in their work Helping someone else without being asked 	<ul style="list-style-type: none"> Golden Headteacher award sticker Headteacher wristband
★★★★	<ul style="list-style-type: none"> Putting amazing effort into reading at home Whole class demonstrating excellent effort Helping someone else with work or on the playground 	<ul style="list-style-type: none"> Class reader of the week (name in the newsletter) Raffle tickets
★★★	<ul style="list-style-type: none"> Demonstrating excellent conscious effort in work Showing the Learning Powers Deliberate kindness Exemplary manners at lunch or break time 	<ul style="list-style-type: none"> Stickers (age dependant) House points
★	<ul style="list-style-type: none"> Demonstrating positive learning behaviours Using appropriate voice volume and calm bodies Following instructions Putting hands up/contributing to class discussions Playing nicely and including other children 	<ul style="list-style-type: none"> Verbal praise Thumbs up
Stage 1	<ul style="list-style-type: none"> Interrupting others learning/creating distractions Not following instructions as a one off Not showing kind behaviour Rough play 	<ul style="list-style-type: none"> Reminder of school rules /appropriate behaviour followed by a warning
Stage 2	<ul style="list-style-type: none"> Talking back to adults Unkind comments to others e.g. about work or appearance Not respecting someone else's property e.g. using someone's pencil case without permission Ignoring or excluding friends more than once Repeated stage one behaviours 	<ul style="list-style-type: none"> Shown the Behaviour Ladder discreetly to remind the child of the rules
Stage 3	<ul style="list-style-type: none"> Intentional damage to property Lack of cooperation with any adult Playing unkindly or unfairly over time Deliberately hurting somebody physically or verbally Intentional stealing Inappropriate use of technology Repeated stage two behaviours 	<ul style="list-style-type: none"> Playtime or lunchtime missed (reflective conversation based around restorative justice principles) Parents verbally informed Recorded within school systems Loss of lunch time privileges e.g. football
Stage 4	<ul style="list-style-type: none"> Deliberately damaging school or others property Significantly disturbing the school environment e.g. flipping a chair/a table/throwing items in anger Prejudice Threatening or intimidating others e.g. swearing at someone Use of ICT that puts yourself or others at risk Repeated stage three behaviours 	<ul style="list-style-type: none"> Independent Reflection time (this may be spent in another class depending on age and need) Reception children may spend time in another class before the consequence of independent Reflection Parents informed verbally Logged as part of school records
Stage 5	<ul style="list-style-type: none"> Leaving the school grounds without permission Racism or repeated prejudice Aggressive violent or reckless behaviour that puts yourself or others at risk 	<ul style="list-style-type: none"> Fixed Term Exclusion Letter to parents Reported to governors Reported to Local Education Authority Permanently added to child's school record

