

St Thomas of Canterbury Catholic Primary School

'To Love and To Serve'



Behaviour Policy

Review Date: May 2020

ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

“To Love and to Serve”

Behaviour Policy

Behaviour to Stay Safe & to Stay Healthy during Covid- 19 Crisis

- **Stay with your class group at all times of the day**
- **Wash your hands regularly and always wash hands on arrival, before/after snack and lunch times for at least twenty seconds**
- **Use a tissue if you cough or sneeze. Bin the tissue straight away. If you don't have a tissue, use the crook of your elbow**
- **Tell an adult if you are feeling unwell**
- **Don't share your equipment (water bottles, stationery etc.)**
- **Go to the toilet one at a time and wash your hands straight away**
- **No coughing towards anyone else**
- **Hands and feet to yourself at all times**
- **No games that involve any physical contact in the playground**
- **Do not make comments to other children about getting the virus**

Mission Statement

The school's educational programme is intentionally directed at the growth of the whole person: to develop pupils who can accept responsibility, whose lives reflect Christian values and who recognise knowledge is important but its chief value is in giving service to others. We aim to create a Christian Community in our school whose values are communicated through love and sincere relationships between all its members, a community in which each person can develop his or her human potential as fully as possible with a view to a personal commitment to Christ. The school recognises that it can achieve its aims only in partnership with parents who are the first and foremost educators of the child.

- To make prayer, worship and liturgy real education experiences and to contribute successfully to the development of the Faith of each individual in the school community.
- To create an active school community which values the individual but promotes respect for others and provides through links with home-parish-school preparation for the pupils' entry into the wider community.
- To ensure that the curriculum provides a Catholic setting in which the pupils have an entitlement to grow in understanding and an entitlement to the acquisition of skills, attitudes and values.
- To ensure that all the pupils in the school experience a caring community which promotes the importance of Christian principles in relationships.
- To show concern in a school and looks to Christ for the basis of its existence, for all those outside the school regardless of colour, class or creed.
- To encourage pupils to critically evaluate standards and values in society to enable them to strengthen their own beliefs.

1 Aims and expectations

It is a primary aim of our school that every member of the school community * feels valued and respected, and that each person is treated fairly and well.

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 scaffold positive behaviour. It aims to promote an environment where everyone feels happy, safe and secure in a community built on the Christian principles of love and forgiveness.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Conduct reflects the school's strategies to promote high standards of behaviour.

1.4 We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Pupils are confident, self assured learners and their excellent attitude to learning has a strong, positive impact on their progress.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active in school and the wider society.

1.7 Pupils understand how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

2 Rewards and Sanctions

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

- **Teachers congratulate children.**
- **Teachers give children stickers, rewards and certificates.**
- **Each week we nominate a child from each class to be 'pupil of the week'.**
- **Each 'pupil of the week' receives a certificate in the school assembly.**
- **We distribute rewards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.**
- **All classes have an opportunity to lead an assembly where they are able to show examples of their work.**

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements of pupils are included in Newsletters to Parents.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and to each phase (appendix 1 Behaviour thermometer)

***School Community = Governors, Parents, Carers/Teachers/Pupils and all other educational representatives**

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may separate 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 may stop 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 records the incident and the child is reprimanded. 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.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules (appendix 2), each class also has its own classroom charter(appendix 3), which is agreed by the children and displayed on the wall of the classroom. 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 discusses these with the whole class.

2.5 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. These incidents are recorded and held centrally on our Behaviour Management Forms (appendix 4)

2.6 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. See Physical Handling Policy

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time using positive techniques to deescalate situations.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves in class, minor incidents will be logged in the Behaviour Management Book

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on Behaviour Management Form. These records are passed onto the Phase Leader who may discuss them with the AHT if appropriate. Teachers will refer to checklist (appendix 5)

3.5 Each phase has a mutually agreed system of sanctions and procedures to prevent escalation of inappropriate behaviour.

3.6 The class teacher liaises with the appropriate member of SMT to support and guide the progress of each child.

3.7 The class teacher reports to parents where there are concerns regarding a child's behaviour.

3.8 The class teacher will meet with the parents to discuss concern around behaviour on school trips and a behaviour contract will be mutually agreed.

4 The role of the headteacher

4.1 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.

4.2 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.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term exclusions 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.

4.5 The headteacher will organise a reintegration meeting to discuss the exclusion and assess if the child is school ready.

5 The role of parents

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

5.2 We expect parents to support their child's learning, and to cooperate with the school. 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.

5.3 If the school has to use reasonable sanctions, 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. If the concern remains, they should contact the phase leader who will refer to a member of SLT if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 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.

6.2 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 must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

**7.1 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, *Exclusion from maintained schools, Academies and pupil referral units in England (DfES Jan 2015)*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions**

7.2 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.

7.3 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.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions

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

7.6 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.

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

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

8 Racist and Homophobic Incidents

8.1 Racist or homophobic incidents should be reported on the Racist and Homophobic form (appendix 6) and passed to the headteacher to be logged.

9 Monitoring and review

9.1 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.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in behaviour management books. More serious incidents are recorded on behaviour management sheets and kept centrally. We also keep a record of any incidents that occur at break or lunchtimes. Midday supervisors report incidents to the Senior Midday Supervisors who pass on relevant information to class teachers and phase leaders.

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

9.4 It is the responsibility of the governing body to monitor the rate of 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.

9.5 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.

10. This policy should be read in line with the school's Safeguarding and Child Protection Policy, Keeping Children Safe in Education 2016 and Working together to Safeguard Children 2015.

Review Date: May 2020

KS1 Behaviour Thermometer



21. Exclusion (fixed termed agreed by Headteacher), parents informed, work set and record on pupil file. LA and Governors informed

20. Internal exclusion

19. SMT and Class teacher to meet with parents, pupil on report. If this behaviour continues then move up next steps

18. Child with SMT all day. Phone call home

17. Phase Leader to inform parents

16. Phase Leader informed and pupil to spend time in their class

15. If behaviour continues next steps explained

14. Move to a parallel class for the remainder of the day with work (Parents Informed)

13. Move to a parallel class (Behaviour Management Sheet completed)

12. Loss of playtime

11. Verbal warning if right choices are not made you will move to the next sanction and lose half of Golden Time

10. Pupil sits alone

9. Move to a different table and lose 5 minutes of Golden Time

8. Warning tone of voice

7. Say pupils name

6. "I'm about to..." positive tone of voice

5. Praise other pupils' good behaviour

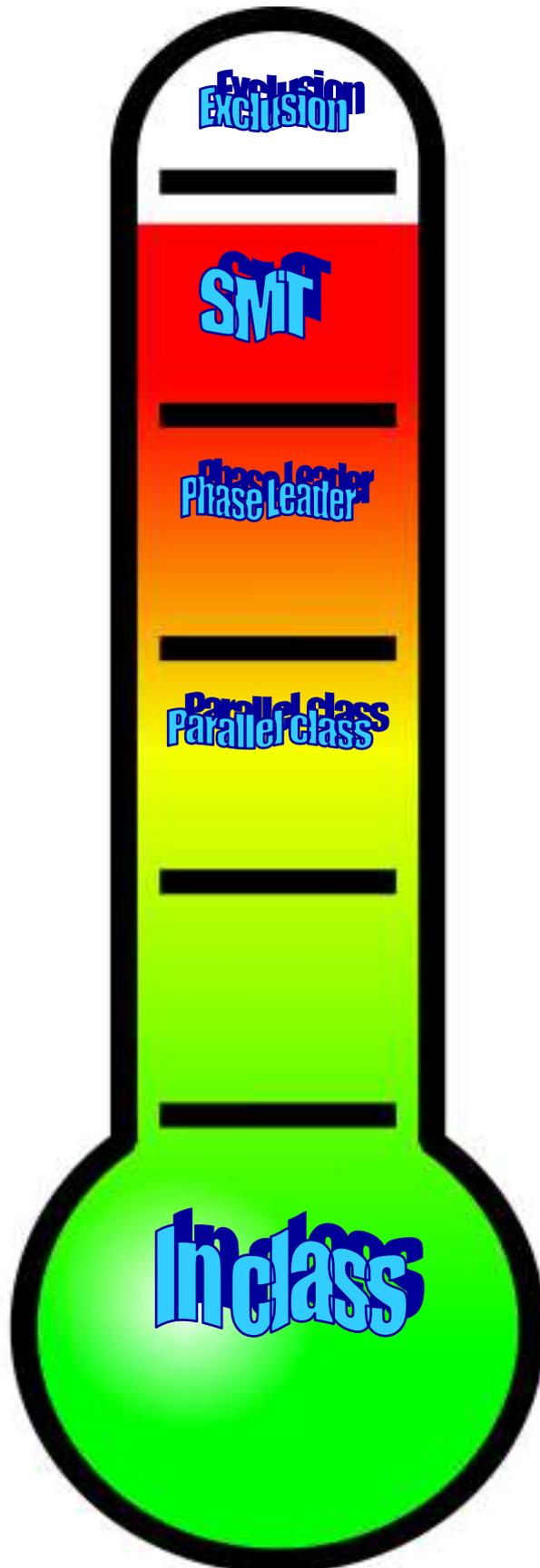
4. Remove distraction

3. Non-verbal warning – stand by child

2. Non verbal warning – finger to lips

1. Eye Contact

KS2 Behaviour Thermometer



17. Exclusion (fixed termed agreed by Headteacher), parents informed, work set and record on pupil file. LA and Governors informed

16. Internal exclusion

15. SMT and Class teacher to meet with parents, pupil on report. If this behaviour continues then move up next steps

14. Child with SMT all day. Phone call home

13. Phase Leader to inform parents

12. Phase Leader informed and pupil to spend time in their class

11. If behaviour continues next steps explained

10. Move to a parallel class for the remainder of the day with work (Parents Informed)

9. Move to a parallel class (Behaviour Management Sheet completed)

8. Loss of playtime

7. Move to a different table

6. Verbal reminder - positive tone of voice

5. Say pupils name

4. Remove distraction

3. Non-verbal warning – stand by child

2. Praise other pupils' good behaviour

1. Eye Contact

Appendix 2

School Rules

Keep our hands and our feet to ourselves

We are kind and friendly to everyone

We always sit quietly and put our hands up

We always line up quietly

We walk sensibly around our school

- with our hands behind our back

We respect each other and others property

We do as the teacher says first time

1. If you do not follow these rules you will get a warning
2. After 3 warnings you will get sent to another class
3. If you do not follow these rules in another class, after 3 warnings you will be sent to your Phase Leader
4. If you still do not follow the school rules your parents will be called

Appendix 3

Classroom Charter

All classroom areas **MUST be kept tidy at all times and classrooms **MUST** have the following on display:**

- Door label with name of teacher, Year 1A, 1B etc and Saint's name
- Safeguarding designated teachers sheet up
- Fire drill procedures
- Fire registers – laminated on door
- School rules
- Class timetable
- Children's groups and seating plan for all lessons
- Monitors/Prefects (Yr6 only)
- Procedures of what to do if a child gets stuck
- Children's work displayed – one per child in either classroom or on outside display boards
- SEAL poster for the half term up
- Mission Statement
- Workers of the week from each Friday assembly certificate awarded

RE – prayer focus area and display board

- Correct coloured cloths out on table
- Crucifix, Candle, Bible and precious items children have brought in
- Key topic words and the 'Big Question'
- Book of prayers by the children

Book Corner

- Must be appealing to both boys and girls
- Books by authors from different backgrounds/cultures on display
- Book reviews by the children
- Key question reading prompts

English Working Wall

- Vocabulary
- Grammar focus
- Writing reminders
- Examples of children's writing

Mathematics Working wall

- Mathematical vocabulary
- Problem of the day
- Challenge cards
- Examples of children's mathematical working out

Topic Wall

- Key topic vocabulary
- Post-it notes by children about what they want to find out

Science Wall Yr 1 – 6 (Understanding the World in EYFS)

- Key science vocabulary
- Unit target poster
- Inspiring questions
- Children’s ideas/responses

Key phase specific

EYFS	KS1	Lower KS2
Display boards same colour Alphabet Phonic sounds High Frequency words up Number lines Nursery – 20 Number lines Reception – 30 Days of the week Months of the Year Colours Role play area linked to topic ALL areas to have Maths, reading and writing opportunities in them All trays/boxes labelled with word and picture	Alphabet Phonic sounds High Frequency words up Punctuation Pyramid Number lines – 100 100 square Days of the week Months of the Year Seasonal display Role play area Yr 1 All trays/boxes labelled with word and picture (Yr1) 2, 5 and 10 sequencing Number bonds to 10 and 20 Reward systems	Punctuation pyramid Days of the week Months of the year Alphabet (Yr3) All trays/boxes labelled Spanish wall with key words
		Upper KS2
		Punctuation pyramid All trays/boxes labelled Spanish wall with key words

TARGETS: All children to have personalised targets in Maths and English/Topic books

Display boards outside the classroom

All teachers to have board/s allocated to them. Displays should have children’s work on them for either writing, mathematics or artwork.

Appendix 4

Behaviour Management Form

Date of incident:.....

Involving:..... class:.....

..... class:.....

..... class:.....

Action taken – please follow all steps in order and tick and have signed off:

- Time out in another class
- Sent to Phase Leader
- Sent to Assistant Head or Inclusion Manager
- Sent to Head Teacher

Relevant Details

Signed:

Action taken by:

Phase

Leader:.....

Assistant Head Teacher/Inclusion

Manager:.....

Head

Teacher:.....

Have parents been contacted YES/NO

Could this be a safeguarding issue? YES/NO

Is this child a vulnerable child? YES/NO

If yes, return completed form to DSL for chronology

Appendix 6

Racist and/or Homophobic Incident Form

To be completed when a child is involved in a racial or homophobic incident. All reports must be given to the Head Teacher and logged in the racist and homophobic incident book.

Date of incident:.....

Involving:..... **class:**.....

..... **class:**.....

..... **class:**.....

Relevant Details

Signed:

Action taken by:

Phase

Leader:.....

Assistant Head Teacher/Inclusion

Manager:.....

Head

Teacher:.....

Details of Parental contact (include date and who was spoken to):

Could this be a safeguarding issue? YES/NO

Is this child a vulnerable child? YES/NO

If yes, return completed form to DSL for chronology