

St. Thomas of Canterbury RC Primary School



Behaviour Management Policy

Reviewed September 2023

1. Mission Statement

We are a Catholic family and welcome all into our vibrant community. We strive to make Jesus the centre of our lives. Each person is unique and we seek to inspire each other towards knowledge and joy as children of God. We nurture everyone to reach their full potential.

Together with God we reach for the stars. (Children's version)

1.1 Aims

At St. Thomas of Canterbury RC Primary School, our mission statement sets out our aims to ensure that relationships within the school are positive and that we provide a happy caring and secure school environment. In fulfilment of these aims, we wish to encourage in each child, a love of God, of the world and to develop self-respect and respect for others. We recognise that all children need guidance on how to behave. A clear code of conduct is established, which is understood and supported by children, parents, staff and governors.

1.1.1 In order to fulfil this policy all staff will be guided by the following principles: □

To expect high standards of behaviour at all times.

- To be firm, fair and consistent with an awareness of circumstances where appropriate.
- To encourage positive self-esteem through praise to build confidence.
- To set a good example and provide a positive role model in a happy and secure environment.
- To give the children opportunities to be responsible for themselves and others.
- To allow all children to complete assigned work.

1.2 The School Rules

At all times we follow four golden rules:

1. Be **gentle** and **kind** to each other
2. Be **honest** and tell the truth
3. **Listen** to adults and each other
4. **Care** for our properties

We keep these five words in mind at all times and remember that Jesus loves us and guides us from the heart.

1.3 Rewards:

Teachers will reward children's self-esteem and good behaviour in a variety of ways. These include:

- Individual praise and encouragement
- Appropriate written comments on a child's work
- Awarding of certificates, stickers, star pupils, house points etc.
- Work shown to members of SLT.
- Head teacher's award
- Public commendations for good behaviour and work in class and assembly
- Positive communication with parents to share success
- Recognition of public successes in the community
- Sharing times of praise with parents
- Reward time.

Rewards will never be taken away from a child.

The current class reward system appears in Appendix 1. This behaviour ladder may be adapted or removed for some children with SEND.

1.4 Sanctions:

We believe that a child should normally take on a positive role in the school. If however the child does not respond, there are a series of sanctions that can be used. An effective sanction is one that most often stops or discourages careless/poor work or behaviour. Class teachers should use a range of appropriate strategies when dealing with children who have SEND.

1.4.1 Each teacher should set up their own class rules (informed by the four golden rules) with the children, so that everyone takes ownership of the rules. Class rules are to be revisited every term. The children should be aware of the consequences of breaking ownership of those rules. We recognise the importance of discussing the child's behaviour with the child and if appropriate setting future targets for the child. Social stories may be used with SEND children to consolidate the class rules and the high expectations.

The current classroom sanctions appear in Appendix 2. This behaviour ladder may be adapted or removed for some children with SEND.

1.4.2 At all times, parents should be kept informed if there has been a problem in class or on the playground either by the class teacher, SLT member or Assistant Head, depending on the severity of the misdemeanour. Parents may be phoned. Communication books may be used. Meetings with parents may be organised.

If a child continues to make the wrong choices, the child will be sent to the Headteacher. This could result in:

- The child being placed on 'in-school exclusion'. This strategy may be adapted. A child may be removed from the situation to another area within the school.
- The child is moved to a different class for a fixed period of time. This strategy might not be employed with SEND children.
- The child is excluded from school and the LEA informed. This will be as a last resort.

One of the above sanctions may be employed, after one referral at the discretion of the Head teacher.

An individual Behaviour Plan will be written if a child continues to make wrong choices. Parents will be invited into school to discuss the Behaviour Plan and give consent to it being used.

1.4.3 The level at which a teacher should sanction the pupils depends on the seriousness of the child's actions. In cases of serious misdemeanours, a child would be sent straight to the Head teacher/Assistant Head teacher i.e. aggressive behaviour, bullying and theft.

Serious misdemeanours will be logged on CPOMS. School will try to identify triggers and patterns. Each time an incident is logged, parents will be informed. Outside agencies such as CAMHS, the PIT team, the ACE team, may be contacted for support. Staff may also receive TEAM TEACH training should the need arise. As a last resort, it may be necessary to employ the protocol listed in paragraph 1.5.2. **If all reasonable adjustments have been made, and a child is hurting themselves or others, with no sign of the behaviours reducing in frequency or severity, then the only options left are to follow the school's behaviour policy- i.e. the child being excluded from school and the LA informed.**

The sanctions may also be applied under circumstances when children are outside school and not in the school day. These circumstances will include the following:

Teachers may discipline pupils for:

1.4.4 misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

1.4.5 or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or □
- could adversely affect the reputation of the school.

1.5 Bullying

If it is suspected that any child is causing distress to any other children through bullying, the school will investigate and the more severe sanctions will be applied. Parents will always be informed in these instances.

1.6 The Use of Exclusion:

A decision to exclude a child for a fixed period or permanently should be taken only:

- in response to serious breaches of a school's discipline policy. **An allowance will be made for a first incident, or if there are extenuating circumstances (e.g if a child's routine has been significantly disrupted.)**
- once a range of alternative strategies has been tried and failed **these strategies will have already been shared with parents and where appropriate other agencies.**
- if allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.
- **If there is a situation where breaches of the school's behaviour policy have arisen, parents should be informed, Parents should be informed if school feel that**

a child is at risk of exclusion. Where appropriate, other agencies should be informed that there is a risk of a child with SEND, being excluded from school.

Only the Head teacher can exclude a child from the school. In the Head teacher's absence, authority is delegated to one of the assistant heads.

Before the decision is made the Head teacher takes the following steps:

- Consider all relevant facts. Consider if the incident(s) are a one off, have gained in frequency or severity, show little signs of abating. This should not be a rash decision. It should be a last resort.
- Allows the child to give his/her version of the facts. Allow any medium for the child to give their views.
- Speak to any witnesses individually.

The Head teacher will in turn inform the Chair of Governors and the Welfare, Parents and Pupils Committee of their decision. The Head teacher will inform the parents by phone of the decision, and confirm the decision in writing within 24 hours. The LA will also be informed using the appropriate paperwork.

Parents do have the right to appeal against the decision to exclude the child if the child is excluded for more than five days. Parents should contact the school to ask to speak to the Chair of Governors.

1.7 Preventative Strategies Employed by the School:

- Each class will decide their own class rules agreed in consultation with the class teacher. All class members, children and adults are aware of the school rules and these are enforced at all times.
- A whole school programme of PSHE, which can include focussing on relationships and caring for one another. These will run throughout the school. These lessons will be differentiated according to age and need.
- By enhancing the playground environment -establishing designated playing areas with a variety of games for the children to take part in.
- Social stories and social games may be used as preventative strategies. Where possible, if there is to be a change of routine and a child with SEND is sensitive to

changes, the child should be given the opportunity to know about the changes before they happen.

1.8 Management

The class teacher is responsible for the behaviour management in the classroom. If a child is causing concerns with their behaviour, they can refer the child to the Key Stage leader, the Assistant Head teacher with responsibility for behaviour management or ultimately the Head teacher. In some cases, it may be necessary to involve outside agencies to work with the school, parents and the child. The class teacher may refer a child with SEND who is causing concern to the SENDCo. A behaviour plan may be written and shared with parents.

2. Children with Behaviour Difficulties:

It is recognised that some children do have behaviour difficulties and need very specific guidance and management of their behaviour. These will be discussed with parents. Parents will be kept informed. Parents may be phoned or a meeting arranged. The Anxiety Curve/5 Point Scale may be used to manage times of upset and pre-empt any situations arising. See Appendix 3

2.1 Pupils who make malicious accusations against staff

When a child has been found to make malicious accusations against staff the following procedures can take place:

- Removal from the class, if the accusations were against the adult in the classroom and moved to be educated in another class.
- A managed move to another school
- Permanent exclusion

2.2 Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- 2.2.1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Generally, any property will be returned to a parent unless it is illegal to be in possession of.

2.2.2. Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause
- personal injury or damage to property; and
- any item banned by the school rules, which has been identified in the rules as an item , which may be searched for, for example a mobile phone.

2.3 Reasonable Force

Reasonable force can be used in certain circumstances eg. it could be used for adults to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. **It is acknowledged that adults will make reasonable adjustments for disabled children and children with special educational needs (SEND). Some staff may be trained to use TEAM teach techniques.**

2.3.1 If reasonable force is used on a child, the adult who has administered the action or a member of the senior leadership team should inform the parent as to the action carried out and the reason behind it.

2.3.2 What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

2.3.3 When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

3. Parental behaviour

It is reasonable to expect parents and other adults to adhere to our behavioural policy as well as children. Any aggressive or threatening behaviour, either verbal or physical by adults to members of staff will be taken very seriously. Any incidents will be logged on the parent behavioural log and either the Head teacher or Assistant Head teacher with responsibility for behaviour will talk to the parent.

3.1. If it is deemed that their behaviour warrants it, the school can apply to the Local Authority for a banning order from the premises. Other sanctions include, not being allowed to talk to the teacher on a one-to-one situation and communication only after an appointment is made. In extreme circumstances the police will be called.

3.2 It is expected that parents or other adults will follow the examples set by teachers at sporting events. Any parents exhibiting aggressive or abusive behaviour will be banned from any further sporting events. It may also be decided that parents banned from other sporting events (including those not involving the school) will be also banned from school events.

4. Response to COVID19 and safety

4.1 During the COVID19 pandemic outbreak and following government-led measures, all children must follow the appropriate social distancing procedures while they are on the school premises. If a child refuses to keep to these instructions they will be removed to an isolation area and have no contact with other children until the end of the day. Depending on the age of the child this may not be permanently staffed. If a child persists with this anti-social behaviour, it is advised from the local authority that the child can be excluded.

4.2 If the school feels that a child is symptomatic and needs to be send home, we will instruct the parents/carers to have the child tested for COVID19. If parents/carers refuse to get them tested, the child would be excluded until tested.

4.3 Social distancing measures will be introduced following government guidelines. All adults on the school premises are expected to follow these guidelines. Failure to do so could result in a banning order for the parent while the guidelines are in place

This policy is in line with schools legal duties under the Equality Act 2010 in respect to safeguarding and with respect to pupils with SEND.

5 Curriculum for Behaviour

5.1 We have introduced some new elements in our behaviour systems from September 2023 which are reflected in this policy. These have been prompted by the new guidance from the DfE in 2022 on managing behaviour in school. The focus of the old guidance was on disciplinary measures and appropriate sanctions, the new guidance moves more towards school culture, a whole school approach to tackling behaviour and, for those who need it, additional support to meet behavioural expectations.

5.2 This means that schools should ensure high standards of behaviour that “pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave”. Staff should have training on the behaviour policy and model the expected behaviour and pupils should be routinely inducted and reminded of expectations.

5.3 The new guidance suggests implementing a “behaviour curriculum” which clearly sets out what positive behaviour should look like. The ultimate aim under the new guidance is to create a calm, safe and supportive environment that limits disruption.

5.4 From September 2023, we are introducing a ‘Curriculum for Behaviour’. This is a refinement of our behaviour policy. It contains 2 main elements:-

- Fantastic Walking
- Fantastic Listening

5.5 Fantastic Walking

This has been introduced to improve the manner in which all the children move around the school.

It consists of the following elements;

Facing forwards,

walking at a steady pace,

in a straight line on the left

with hands by your sides,

without talking.

5.6 Fantastic Listening

All children from Year 1 to Year 6 are expected to follow out Fantastic Listening rules. These are:

Face forward, hands together

Always sit up straight.

Never interrupt.

Track the speaker.

Appendix 1:

Rewards: This behaviour ladder may be adapted or removed for some children with SEND

1. A positive remark
2. House Points
3. Teachers Reward, e.g prize, stickers
4. Praise note home
5. Special time or extra golden time
6. Visit another member of staff

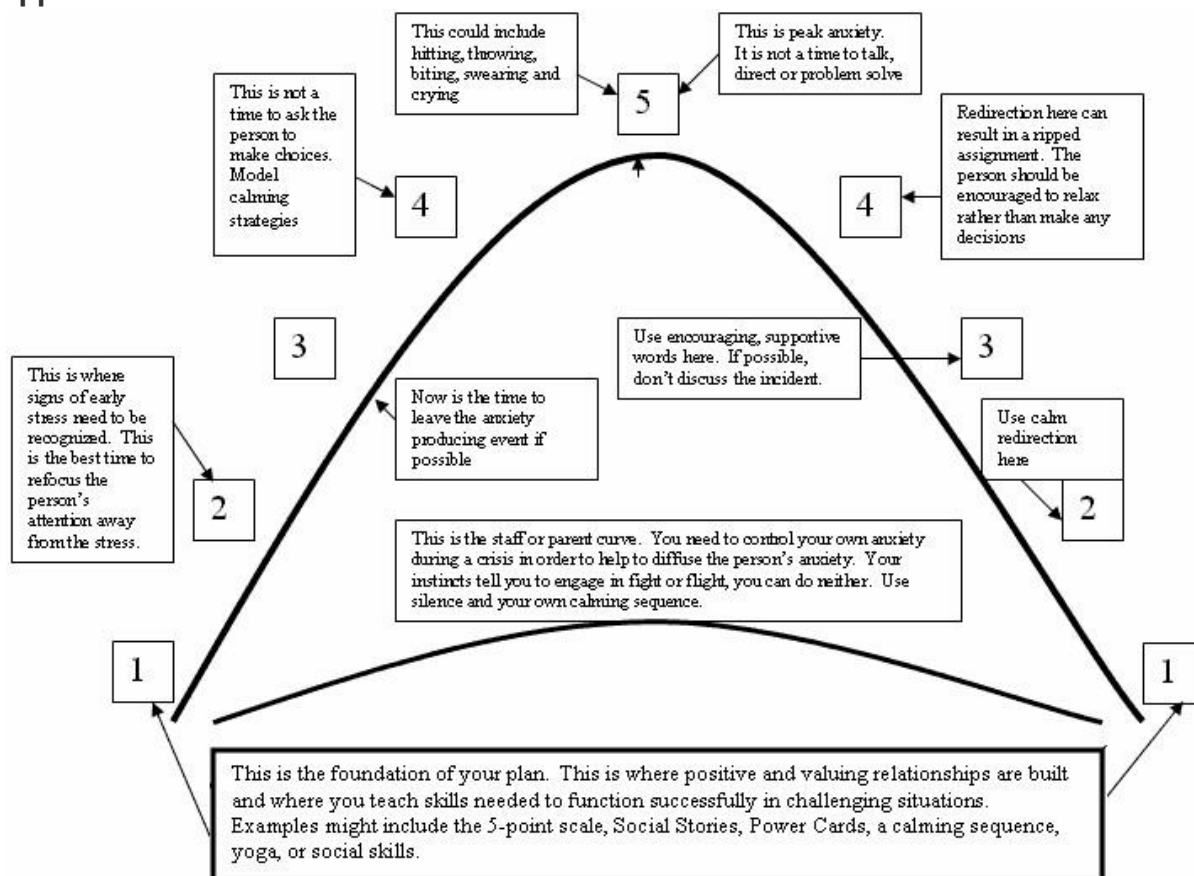
Appendix 2.

Sanctions: This behaviour ladder maybe adapted or removed for some children with SEND

1. Verbal Warning
2. Time out within the classroom
3. Time out in another class
4. Referral to Key Stage leader
5. Referral To Headteacher/Assistant headteacher
6. Parents contacted to discuss further sanctions

If a child reaches sanction 3, they will be logged on our behaviour tracking system.

Appendix 3



Appendix 4.

Bibliography

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