

Behaviour Policy

"Teach a child to choose the right path and when they are older, they will remain upon it."

Proverbs 22:6

School Vision

At St Thomas' CE Primary School, we are taught to choose the right path. We build strong foundations that empower us to make the right choices and become valuable citizens, within our community and the wider world.

We model positive behaviours and set high expectations, through the teaching of Christian and British values, ensuring we are equipped with the skills and knowledge to build a positive future.

Ensuring that all pupils at St Thomas'
Learn, Enjoy, Achieve.

Our Aims

At St Thomas' we aim to promote behaviour which supports effective learning in the classroom and a harmonious atmosphere in every aspect of school life making pupils feel happy, safe and secure.

Respect for others, including their feelings, beliefs and belongings is a core value we encourage in school along with respect for the school environment and wider community. We develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

Staff will teach, model and support good behaviour and assist children in regulating and managing their behaviour.

All behaviour is communication - we will listen and try to understand and support.

Christian Values

As a church school we have a responsibility to implement the Christian values that guide our learning- Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness.

The Roots and Fruits resource is utilised to promote the teaching of Christian values and to support the spiritual and moral development of staff and pupils at St Thomas'.

Strategies to achieve our aims

At St Thomas' we will:

- ensure adequate and appropriate supervision of children throughout the school day
- monitor and evaluate patterns of attendance- seeking advice and taking action where appropriate (parents meetings, involving Inclusion Officer, conducting Welfare Checks)
- ensure that staff are equipped to manage behaviour appropriately and within
- guidelines
- positively reinforce good behaviour - verbal praise to both child and parent, visits to see the Headteacher and/or other adults, golden time, certificates, golden jumpers, postcards home etc.

- maintain wellbeing records using CPOMs system which includes positive achievements, behaviour incidents, wellbeing concerns and safeguarding incidents; sanction sheets, Golden Book, JIGSAW book (PSHE) and prizes.
- deal with problematic situations in a sympathetic but firm manner with specific reference to the Golden Rules.

Golden Rules

As a school we expect our pupils and others to adhere to the six 'Golden Rules' of expected behaviour:

- **Do** work hard; **Do not** waste yours and others time
- **Do** be gentle; **Do not** hurt anybody
- **Do** be kind and helpful; **Do not** hurt people's feelings
- **Do** listen to people; **Do not** interrupt
- **Do** be honest; **Do not** cover up the truth
- **Do** look after property; **Do not** waste or damage things

If pupils do break the Golden Rules, then a sanctions process is followed. Sanction sheets to be displayed on teacher notice boards.

Planet Points

Each pupil at St. Thomas' becomes a member of a planet team. They are: Mars, Jupiter, Venus and Saturn. Children can be given planet points for a variety of reasons such as good work and following the golden rules. The planet points are totalled before each whole school assembly and the planet with the most points is announced and congratulated. The planet that has collected the most points at the end of a half term get to come to school in non-uniform the first Friday back of a new term. The planet that has collected the most points over the year has an end of year party in the school hall.
NB if a child has left the class and a new child arrives, please add the new child to the planet team that has been left with a gap. This will ensure that the planet team groups remain consistent in number throughout school.

Golden time

Golden time is a celebration and reward for all children who have kept the Golden rules in school all week. On a Monday, all children are to select their golden time activity. This ensures that all children know what they are working towards all week. Each class is to set out approximately 4 golden time activities that the children can choose from, iPad's are not be used for Golden time. Each week the classes take it in turn to select their activity first. Golden time sheets should be accessible on staff shared so that they are central for all to see. Children are to be reminded of their choices as a means of promoting positive behaviours.
Before golden time begins teachers must…

- Organise the children into their chosen groups.
- Review the sanctions sheet and add to the golden time list if a child is missing any of their golden time activity. The children are to go to their chosen activity

with their peers however they are to sit out from the start of the activity until their time away from the activity has come to an end.
- Ask for an adult to support their movement to the appropriate class, children are to wait in a calm manner outside the classroom of their chosen activity.

Registers are to be taken at the beginning of golden time, this is for health and safety reasons.

All adults are to participate in the golden time activities alongside the children.

If participating in PE activities children must wear the correct footwear.

Sanctions

For children that do follow the golden rules, teachers will follow the Golden Rules Sanctions process which is:

1. Warning
2. Warning
3. Three minutes off Golden Time
4. Speak to parents
5. Headteacher

Any additional sanctions are to be determined in consultation with the Headteacher Deputy Headteacher and the SENDCo.

Golden Children

Children from each year group are chosen by their class teachers for particular mention in Whole School Collective Worship. This relates children keeping all of the golden rules and is reflected in children's work, attitude, behaviour etc. Each of the winners is presented with a certificate and a golden jumper that is to be worn. A post card is sent home by the class teacher telling the child's parents or guardians of their success. Photographs area taken of the children and posted on Facebook.

JIGSAW celebration award

Children from each year group [Reception to Year 6] are chosen by their class teachers for particular mention in Key Stage worships for working hard and demonstrating in and out of the classroom aspects of the JIGSAW theme e.g., Dreams and Goals. Upon selection the children are also taken into considered for the way they have been carrying out and demonstrating the focussed Christian value e.g., Courage. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a certificate.

Behaviour for Learning

To promote positive behaviour in school staff will:

- Use the language of choice e.g. “make the right choices.” “You are choosing a warning.”
- Relate behaviours to our Christian values and the Golden Rules
- Ensure that the children transition swiftly and quietly at all times
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Place emphasis on independent learning
- Avoid queues / queuing for the teacher
- Be well prepared and organised for lessons at the start of all sessions
- Allow adequate (but not extended) time for tidying up
- Maintain a quiet, calm atmosphere
- Avoid shouting, use eye contact, gesture, etc
- Do not send pupils out of class unless this is to another pre-arranged designated adult, in which case the child must be escorted to this adult
- Immediately report a child who has left class without permission to the School Office
- Send children to collect resources in small groups
- Collect children from the yard promptly at the start of the day, after playtime and after lunchtimes and set expectation of walking quietly into school.
- Be positive e.g., use of 'please walk', rather than 'don't run'.

In the Cloakroom

- Pupils should hang up their coats, hats and PE bags on a hook
- Teachers to oversee children in the cloakroom areas, ensuring the cloakroom is cleared quickly and that there are no children loitering or clothing on the floor.

Around School

- Walk in a line sensibly, one behind the other;
- Look to see if there is someone behind you, if there is hold the door open for them;
- Move around the school quietly and sensibly;
- Be polite to, and make way for, adults, other pupils and visitors to the school.

In the playground

- On the way out to play, go to the toilet if you need to
- Stay within the playground boundaries
- Think about safety when you play, and act in a way that will not hurt others
- Always think about others, how they feel, what they may need

- When the whistle blows, all adults raise a hand, the children are to put their hand up in the air and wait until the person on duty calls your class and walk to your lining up place.

Rewards and Praise

At St Thomas', we believe that pupils will achieve more, be better motivated and behave more positively when staff commend and reward their successes.

Sensitive Practice

The school acknowledges that a small minority of children may require more support to help them make the right choices in order to regulate their own behaviour. This may be especially true of children with or being assessed for an ECHP, ODD, those in LA care or those who have experienced adversity or trauma. For these children additional measure may need to be put into place with the Headteacher, Deputy Headteacher and SENDCo.

A serious breech is an incident that may lead to a fixed term exclusion.

Confiscation of prohibited items

* see separate Searching and Confiscation Policy

Team Teach

Adults with Team Teach training may utilise positive handling techniques in order to de-escalate situations.

Behaviour Learning Practice

Where sanction have been given all adults are to make every opportunity to positively praise individuals for their small step achievements. This leads to successful outcomes both in behaviour and learning.