



SECURE IN FAITH, LEARNING TOGETHER  
YOUR WORD IS A LAMP FOR MY FEET, A LIGHT ON MY PATH.  
PSALM 119 VERSE 105

## **Behaviour Policy**

### **Ethos**

At St Thomas's, we provide a kind, caring, secure environment where respect is shown to other people and their possessions. Each person is encouraged to reach their full potential and be truthful to themselves and each other. Individual talents and strengths are recognised and positively acknowledged. An awareness of the needs of the wider community is promoted by understanding the rules of good citizenship.

### **Aims**

We at St Thomas's, through a Christian approach, aim to promote good relationships, positive attitudes and appropriate behaviour and attendance, which will impact on a healthy learning environment in our school.

This policy was written in consultation with staff, children, governors, parents and the LA.

### **Rights and responsibilities**

These are inextricably linked. They refer to staff, children, parents and carers and are the basis on which classroom relationships, teaching and learning are built.

<b>Children</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>▪ To be treated with respect</li></ul>	<ul style="list-style-type: none"><li>▪ To behave respectfully, kindly and politely to others</li></ul>
<ul style="list-style-type: none"><li>▪ To be safe</li></ul>	<ul style="list-style-type: none"><li>▪ To behave in a way which keeps self and others safe</li></ul>
<ul style="list-style-type: none"><li>▪ To learn</li></ul>	<ul style="list-style-type: none"><li>▪ To attend school regularly</li><li>▪ To be willing to learn and do their best</li><li>▪ To allow others to learn by not interrupting learning time</li><li>▪ To cooperate with staff and peers</li></ul>
<ul style="list-style-type: none"><li>▪ To make mistakes</li></ul>	<ul style="list-style-type: none"><li>▪ To allow self and others to make mistakes.</li></ul>

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<ul style="list-style-type: none"> <li>▪ To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to others</li> <li>▪ To give opinions in a constructive manner.</li> </ul>
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<b>Parents/ carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>▪ To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>▪ To behave respectfully towards others</li> </ul>
<ul style="list-style-type: none"> <li>▪ To be kept informed about their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ To make sure their child attends school regularly</li> <li>▪ To talk to their child about what he/she does in school and support homework</li> <li>▪ To talk to teachers if they have concerns about their child's learning or well being</li> </ul>
<ul style="list-style-type: none"> <li>▪ To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>▪ To have access to information on the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ To absorb information and share concerns</li> </ul>
<ul style="list-style-type: none"> <li>▪ To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>▪ To share concerns constructively</li> </ul>

<b>All Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>▪ To be supported by peers and managers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ask for support when needed.</li> <li>▪ To offer support to colleagues and managers.</li> </ul>
<ul style="list-style-type: none"> <li>▪ To be listened to</li> <li>▪ To share opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to others.</li> <li>▪ To give opinions in a constructive manner.</li> </ul>
<ul style="list-style-type: none"> <li>▪ To be treated with respect by all others in the school community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To model courteous behaviour.</li> <li>▪ To recognise and acknowledge positive behaviour in others.</li> </ul>
<ul style="list-style-type: none"> <li>▪ To be made fully aware of the school's systems / policies / expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To seek information and use lines of communication.</li> </ul>
<ul style="list-style-type: none"> <li>▪ To receive appropriate training to increase skills in behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To support others developing their skills in promoting positive behaviour and good attendance.</li> <li>▪ To acknowledge areas of own behaviour management skills which could be developed.</li> <li>▪ To try new approaches.</li> </ul>

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**Teaching staff** have a **right** to teach without hindrance and to feel safe. Their **responsibilities** are to enable children to learn, to celebrate improvements in learning, to treat children with respect and create a positive classroom environment.

## Rules

These are the mechanisms by which rights and responsibilities are translated into adult and child behaviours. Children should be encouraged to make positive choices about their behaviour and take responsibility for their actions. Positive or negative consequences of choices should be clear and consistent and children will know the consequences of sensible or inadvisable choices.

## Agreed school rules

- Respect others feelings and belongings
- Walk round school sensibly and quietly
- Wear your uniform with pride
- Be polite
- Always try your best

## In the playground

Teachers on duty and midday supervisors respond to incidents with a no blame approach and with no reference to previous behaviour. Class teachers should be informed of inappropriate behaviour requiring further action. Teachers should respond promptly to end of break signals so that children are not kept waiting to go in.

To keep the playground safe and happy for everyone, children should remember to:

- Respect other people's games/space
- Put litter in the bin
- Share the playtime equipment and make sure it is taken in after break.
- Ask permission to go back into school /on the field.
- Line up quickly and quietly at the end of break in year group lines. (Best KS2 class wins an extra football slot during Mrs Jones duty)
- School monitors should do their jobs, and then go outside.

**Children should be left in school at breaks (either to finish work or work on computers) only if under teacher or teaching assistant supervision.**

## Individual class plans

Each class will have its own class plan setting out explicit rules, routines, rewards and sanctions. The plan should be clearly displayed in the classroom to assist consistency of approach. The plan will be devised within class council discussions, circle time or any established class discussion time already used.

**N.B.** Information for guidance on developing a classroom plan is available from KS co-ordinators.

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## **Routines**

These are the structures underpinning the rules and reinforce the smooth running of the school or classroom. The more habitual the routines become the more likely they are to be used.

### **Agreed School routines**

- Be on time for school
- Be prepared for lessons, remember reading books, homework etc
- Go quietly into worship. Listen quietly until it's your turn to join in.

### **What we do to promote positive learning behaviour**

- Home /school agreement
- Adults have high expectations, which are made clear to the children.
- Classrooms should be tidy, well organised and stimulating, with displays celebrating children's work.
- Verbal praise given
- Curriculum links through PSHE, RE & PE
- Interventions including circle of friends, circle time, play leaders
- Draw attention to examples of good behaviour and work and reward.
- Daily Act of Worship
- Celebration Assembly, certificates and stickers to recognise achievements and behaviour in school, talents, achievements out side school. Birthdays celebrated.
- Rewards such as Dojo's, stickers, smiley faces, notes home, lunchtime certificates/prizes, dip in the box (e.g. rubbers, pencils, bouncy balls, etc)
- Head Teacher rewards, stickers, praise.

### **Broken rules/sanctions /consequences**

There are consistent approaches amongst staff for encouraging good behaviour and applying sanctions if necessary. Sanctions should focus on the behaviour and not on the child as a person.

#### **Possible sanctions**

##### Foundation and KS1

- Verbal disapproval/ warning, for example: asked to say "Sorry, it won't happen again"
- Use of Gloomy Gang/Sad cloud as visual prompt for good behaviour
- Isolate for a limited time, 5 minutes for first time, whole playtime for repeated actions.
- Withdrawal of privileges. E.g. Learning Zone, Golden Time (10 mins)

##### KS2

- Verbal warning
- Move name to amber
- Move name to red-lose playtime privileges
- Incomplete work to be taken home / note to parents.

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- CT to monitor persistent low-level disruption i.e. children names regularly on amber and report to SLT

**Always give children a chance to make amends. They need to discuss what is wrong, feel sorry, put things right and learn for the future.**

### **Senior management involvement**

If a child fails to respond to the positive nature of school discipline and behaviour does not improve even after class sanctions, then the Head Teacher or most senior staff member available becomes involved.

### **Possible sanctions**

- Talking to/counselling pupils
- Sitting quietly on their own doing an assigned task
- Putting pupils on report
- Letter home requesting parents to come to school for a conference
- Short fixed term exclusion

### **Additional support for children experiencing difficulties in developing or sustaining appropriate behaviour.**

### **Procedure**

- We have a graduated approach to behaviour/SEMH concerns that present as a barrier to learning. Initially Quality First Teaching within the classroom, advice from the SENDco, group and/or 1:1 intervention, support from outside agencies such as TESS, EP, Embrace. Recored in an action plan.
- Teachers report concerns to Head Teacher and Senco. It may be necessary for the class teacher to implement an action plan in line with SEN policy. Action plans for emotional and behavioural difficulties will reflect the school's Behaviour Policy. Parents consulted.
- Behaviour is discussed at Leadership and Management meetings and appropriate strategies agreed. Strategies may include recognised devices such as solution-focused approach, exploring preferred futures and rating scales. (Staff training needed)
- K.S. co-ordinators to speak to child and outline need for changes in behaviour and how it might be achieved.
- All staff, including TAs and midday supervisors, to be informed of proposed strategies. Use existing channels of communication.
- Support or guidance from the TESS Team may be needed if there is no improvement in behaviour after a given amount of time.

### **Behaviour Outside the School Premises**

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

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Any misbehaviour when the child 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 including social media

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.

### **Use of Force to control or restrain pupils**

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Force.
- Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. If restraint is necessary CF, PB, MC, LB, MK and DC are trained in positive handling (Sept 2020).
- A risk assessment and positive behaviour plan will be completed for a child who needs daily positive handling.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment.

### **Links with other policies**

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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. The parents are expected to attend a reintegration interview at the end of the exclusion period. Failure to attend may result in the school or LA applying for a parenting order.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

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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.

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.

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

Children will be treated equally with regard to the School's Behaviour and Attendance policy whatever their cultural background, ability or gender. Please see Equal Opportunities Policy.

Bullying: Please see Anti-bullying policy.

Racism: Racist remarks, name-calling or incidents will have zero tolerance. Incidents will be reported to Head Teacher and noted. LEA policy will be followed. See Race Equality Resource File

### **Inclusion and SEND**

In compliance with the disabilities and discrimination act (DDA), this policy is inclusive of all children regardless of the type of disability. Visual reminders in the classroom (see heading "individual class plans") should be in place and practice should be adapted to meet individual needs set out in IBPs. Disorders, whether hidden disabilities such as dyslexia, autism and speech and language impairment, medical conditions or behavioural, social and emotional difficulties, syndromes, hyperkinetic and mental health disorders need not be officially diagnosed in order for a pupil to be classified as disabled. Staff will keep up-to-date and trained in strategies to support children with specific conditions.

Agencies such as TESS, Educational Psychologist, Embrace and Startwell are accessed to offer individual support

### **The School Governors**

- The School's Governors support and approve the issues outlined in the Behaviour and Attendance policy.
- The Governors support the Head Teacher's action in debarring badly behaved children from school during the mid-day break, when the school's sanctions have been tried and have led to no improvement.
- Whilst exclusion from school is appropriate only in serious circumstances, the Governors will be involved if a permanent exclusion is contemplated. However, the Head Teacher may exclude a child for up to five days in any term without Governor involvement.

The school has adopted the standard national list of reasons for exclusion, set out in the school discipline chapter of Education and Inspection Act 2006 'Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008).'

### **Searching pupils and their possessions**

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The head teacher (or acting headteacher) can authorise a search of pupils' outer clothing or their possessions [including bags and lockers] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, and tray and sanction them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

### **Drug and alcohol abuse**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

### **Dealing with allegations of abuse against teachers and other staff**

- If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned
- The LADO will be consulted for advice on the resolution [lado@wigan.gov.uk](mailto:lado@wigan.gov.uk) 01942486042
- In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider



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whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

Further detail is found in the employment handbook.

*This policy is a working document and will be reviewed annually as staff training takes place, linked documents are revised and action plans are completed. All teaching staff have been involved in the drafting of this policy.*

**Reviewed annually**

**Reviewed September 2020**

**Next review September 2021**

**Signed: .....**      **Date: .....**  
**Chair of Governors**

**Signed: .....**      **Date: .....**  
**Headteacher**