



## DEVELOPING LIFELONG LEARNERS

We believe that Outstanding teaching and learning experiences are the first pre-requisite for Outstanding learning behaviours. However, a behaviour policy which is consistent, rigorous, and rooted in high expectations for the children, is also an important factor in establishing behaviour throughout school which fosters the best learning environment for our children.



Our behaviour and reward systems are based on the four core values of Faith, Aspiration, Effort and Respect. It is the responsibility of every child and adult to promote these core values, so that they are consistently understood and established throughout school. We believe that every child should be happy, safe and respected, thus by promoting an environment where faith, aspiration, effort and respect are encouraged, children will be able to flourish and excel. Children will be praised for demonstrating one or more of the values, both verbally or through their work. Similarly, if a child has deliberately acted in such a way that a core value is broken, then a suitable sanction will be put in place to support child to reflect on their choices. The four core values are displayed in every classroom with the reward system linked to this.

The Governing Body accepts this principle and seeks to create an environment in the school which encourages, nurtures, and promotes positive learning behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aim:**

- To create an environment which promotes a feeling of security, care, love and respect for all within our school community
- To create an atmosphere of learning which fosters interdependence, creativity, and lifelong learning
- To define expected standards of behaviour for children and staff.
- To encourage consistency of response to both positive and challenging behaviour.
- To promote self-esteem, self-discipline, positive relationships, and emotional intelligence.
- To promote and develop children's ability to make the right choices in terms of their behaviour
- To ensure emotional intelligence modelled by all adults, and embedded within the school
- To encourage the involvement of both home and school in the implementation of this policy.
- To nurture the idea of Growth Mindset and acknowledge effort based achievements.

### **Behaviour Expectations**

The school has a central role in the children's spiritual, social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to exhibit the positive relationships and self-awareness which staff model and promote.

The children bring to school a wide variety of behaviour based on experiences. At school we endeavour to work towards expectations of behaviour based on the basic principles of honesty, respect, consideration and responsibility. So, expected standards of behaviour are those which reflect these principles, and are 'lived and breathed' every day by all those in the school community.

### **What is expected of our staff?**

- Separate the child from the behaviour
- create a positive climate which develops children's confidence and encourages them to take 'risks' in their learning;
- Provide children with simple but clear choices which allow them to take responsibility for their own behaviour
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and respect;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, consideration and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Celebrate the efforts and contribution of all.

## Classroom Management

*'I am the decisive element in the classroom. It is my personal approach that creates the climate.'*  
(Haim Ginott)

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Teachers within the school have an obligation, responsibility and expectation to:

- Provide inspirational learning opportunities through innovative teaching strategies
- Develop children's abilities to make the correct choices in their learning and behaviour
- Provide clear routines and structures which promote security and understanding from the children
- Make clear expected standards of behaviour, providing children with simple choices about whether they adhere to those standards, and clear consequences for wrong choices
- Praise and highlight effort AND achievement
- Model teamwork and collaborative learning and highlight examples of where children do this well
- Build exceptionally positive working relationships with children and parents/carers
- Expect the best for all children
- Accept responsibility for their own reactions to children's behaviour
- Where children make the wrong choices, provide a period of self-reflection and consideration where the child can be helped to think 'Where do I go next?' or 'How can I make a better choice next time?'
- Separate the unwanted behaviour from the child (this includes when giving praise. E.g. 'Well done Sam, you worked really hard to produce that writing!' NOT 'Well done Sam, good boy!')
- See Jesus and God within each child in our school community

## Classroom Behaviour Structure

Children are encouraged to reflect and think about the choices that they are making, thus a colour-coded system is used to monitor individual choices. This is displayed in every classroom. If a child does not follow any of the core values. They will be given a verbal warning this is followed by an orange level if the behaviour continues. If the child does not correct their behaviour or continues to disregard the school's core values then they are placed on red level. This applies for any of the school's core values. Being placed onto red level for any value is followed by reflection time with the learning mentor and a text to inform parents is sent home.

A child always return to green level at the beginning of the previous session in which they have been on red. **During a session, a child can go onto red, which will be formally recorded, but through effort can make their way back down to green within a session?**

<u>Colour</u>	<u>Script</u>	<u>Key Phrase/Word</u>	<u>Consequences/Actions</u>
Blue	You have been on purple for 2 whole weeks. You are continuing to make the wrong choices. As a consequence, the deputy head/Key stage leader will be calling your parents into school to		Meeting in school with a senior leader of school and parents.

	discuss your behaviour.		
Purple	<p>You have been on red 3 times within 5 school days. As a result, you are now on purple level.</p> <p><b>Until you return to green, you will miss all of your morning break and most of your lunchtime break, you may have 15 minutes outside from 1pm until 1:15pm</b></p> <p><b>Any instances of physical/aggressive behaviour towards other children, or bad language, will result in an immediate purple level. The staff member may also decide that other instances warrant a purple, depending on context. For example, deliberate mistreatment of school property or the property of others.</b></p>	How can I make my way back to green?	<p>Class teacher phones parents/carers on the day of the purple level, explaining the reason.</p> <p>The child also receives a letter which details the reason for the purple to parents, and details the consequences for the child in school.</p> <p>Incident is recorded on SIMS by the class/specialist teacher.</p>
Red	<p>You have continued to make the wrong choice. You will miss 5 minutes of the next breaktime/lunchtime where you will be asked to reflect on your choices.</p> <p>When a child answers back, runs inside school, is inside school without a pass at break or lunchtimes or deliberately chooses not to follow instructions an immediate red level will be given</p>	What are the consequences of my choices?	<p>Children will be collected by Mrs Wileman to complete the PIL app.</p> <p>This will take place in the Inclusion Room or the Chapel.</p> <p>Red levels are recorded onto SIMS by the class/specialist teacher</p>
Orange	You have made a choice which is stopping your or others in your class from learning- carry on making the wrong choices and go on red, or make the right choice, learn and return to green level.	What choices do I have?	
Green	<p>You are behaving as expected.</p> <p>How can you get yourself into the class praise area?</p>	Can you push yourself?	

\*There is an acknowledgement that EYFS strategies, and those in Year 1 at the beginning of a new year may differ slightly\*

### Monitoring of Behaviour

Monitoring of behaviour will be considered in 3 stages:

**Stage 1:** Monitoring in school where no obvious pattern of behaviour is apparent. This will also include discussion with the child (through reflection) on the impact of their behaviour and the links to the school core values, class culture and purpose.

### **Stage 2: Formal Stage**

This begins when there is a repeated pattern of behaviour, which may or may not be repeated instances of red and blue. A positive behaviour plan will at this point be put in place through the following mechanisms:

- Behaviour report generated from SIMS
- At this meeting, the parents and child will be reminded of the school values, and the expected behaviour in the school
- Learning mentor meets with class teacher, pupil and parents to discuss concerns and put in place formal targets for behaviour improvements
- At this meeting, the parents and child will be reminded of the school values, and the expected behaviour in the school
- These are closely monitored with time scales, with regular contact from the learning mentor to the parents as part of this plan
- The SENCO may be included in discussions if there are concerns that presenting behaviour is due to an unmet/undiagnosed need

In the event of no improvement in the behaviour, or a disregard to the targets set on the behaviour improvement plan, then further external support will be sought by the school, and the final stage of the behaviour policy.

### **Stage 3: Exclusion Procedures (fixed term and permanent)**

Before exclusion is considered for any child, the school will endeavour to offer a full range of support, advice and guidance appropriate to the child/family's need (s). The school will also work closely with external services to ensure the appropriate level of support for the child/family.

Exclusion procedures will only be considered after all other attempts have been exhausted and it is deemed to be in the best interests of the child and/or the other children in the school.

If a child is to be excluded the Executive Headteacher will inform the pupil, parents and governors. Parents will be contacted in letter detailing the reason for the exclusion. An additional copy of the letter will be sent to the home address. The Chair of Governors will be informed of the exclusion by a phone call and follow up letter. The local authority will be informed of the exclusion.

Once a fixed period of exclusion has been completed, the parents, pupil, head of school, learning mentor and class teacher will meet on the child's return. This meeting will remind the child and parents of the expectations of behaviour in the school, and will detail the further support the school is offering to help the children to meet these expectations.

Only in very extreme cases will a child be permanently excluded. At this stage the school, governors and parents will be required to follow DfE guidelines in relation to exclusion. A copy of

these guidelines can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

The school follows the guidance as outlined in Section 15 of the DfE Exclusions Guidance.

Regular and rigorous monitoring of challenging behaviours will allow staff to identify patterns of behaviour from children or groups of children which are having a negative impact upon learning and progress. Each teacher is responsible for recording red and purple levels in class each week using SIMS. These will be analysed and discussed half-termly via an inclusion meeting with, SENCO, Key Stage Leaders, and Assistant Headteacher and where necessary support from the learning mentor can be implemented.

### **Serious Incidents**

Any instances of physical behaviour, bullying, racism, sexism, homophobia or vandalism/behaviour which endangers safety will be recorded as a serious incident form and saved to the child's file.

### **Monitoring Structures**

- Half-termly behaviour reports generated from SIMS, with learning mentor and KS leaders and SENCO highlighting any children of specific concern, and implementing a behaviour improvement plan
- Termly behaviour reports to be generated and sent with termly reports. This will aggregate reward points against any points added for red/purple/blue.

<b>Colour/Action</b>	<b>Score</b>
Red	-1
Purple	-5
Blue	-10
HT Award	+5
40 Core Values	+40
60 Core Values	+60
80 Values	+80

### **Praise Area**

We as a school acknowledge that children who are on the green level are only doing what is expected, and therefore we should encourage and inspire them to aim even higher. To support this, each class will have a 'praise area' where children can be placed for outstanding learning behaviours which are to be used as a model for others in the class. The form which this area takes will be left to the judgement of the class teacher. Possible ideas include:

- Wall of fame
- Praise wall
- Gold star

### **Rewards**

Our emphasis is on rewards to reinforce positive learning behaviours and achievement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued, although it is also acknowledged that without intrinsic motivation and high expectations from the teachers, the value of rewards is greatly diminished. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by children striving towards and achieving standards as well as by particularly noteworthy achievements and a positive attitude to learning. This is as true for adults as for children. Rates of praise for positive learning behaviour should be as high as for work..

The core values and individual class cultures and purpose are embedded throughout the school, and the rewards system within school will be based upon these. Children will receive a reward card which they will keep for the whole of the half-term. They will receive a stamp each time they have shown that they have followed a core value or respected the class culture and purpose. Each reward card will contain space for 80 stamps.

Initially reward cards will last for a term and close monitoring will ensure that enough opportunities are being offered to children in each of the areas of success.

### **Celebration of Achievement**

10 reward points: Praise pad from class teacher

20: Certificate from class teacher

40: Certificate presented in Key Stage Assembly (by Key Stage Leader)

60: Certificate presented in whole school assembly (WOW/MEOW) by the class teacher

80 **St Thomas Superstar**: Personal presentation of certificate by Headteacher, photo displayed in entrance hall, and in newsletter and school website. (If permission is granted from parents/carers)

Each week, teachers can (optional) send their reward cards to the school office where totals will be added up and tracked, and certificates prepared for children depending on their totals.

### **Headteacher Award**

Classteachers can send children who have shown particular commitment to the core values and culture and purpose to Mr Colclough's office at 3pm. This is an opportunity for children to share exceptional work or a particular achievement from the day. The children receive a certificate, a celebratory text home and (if permission is granted) their picture is shared on the school's Twitter page.

### **Challenging Behaviour**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to remedy behaviour which detracts from the learning of the child in question and of other pupils within the classroom.

The use of consequences should be characterised by certain features:-

- It must be clear why the behaviour in question has resulted in a consequence
- It must be made clear and understood by the child what choices should be made in future to avoid a repeat situation.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is the subject of the consequence

In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.

Temporary exclusions are one of the last resorts and may take the form of withdrawal at lunch times, short term suspensions or exclusions for longer periods.

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school, staff in school will do all that they possibly can to avoid this situation arising.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining expected levels of behaviour.

**This behaviour policy will be reviewed yearly.**

**This policy has been created in conjunction with the Student Voice group.**

**Next review date: September 2017**

**Appendix 1:**

[https://www.google.com/url?q=https%3A%2F%2Fwww.brownejacobson.com%2Feducation%2Ftraining-and-resources%2Flegal-updates%2F2017%2F04%2Fconsultation-on-revised-exclusion-guidance%3Futm\\_source%3Deducation%26utm\\_medium%3Dvx-email%26utm\\_campaign%3Dlegal-update-2017-04-06&sa=D&sntz=1&usg=AFQjCNEHvjkdHKddeg2M7X0SGRnXnDnSgg](https://www.google.com/url?q=https%3A%2F%2Fwww.brownejacobson.com%2Feducation%2Ftraining-and-resources%2Flegal-updates%2F2017%2F04%2Fconsultation-on-revised-exclusion-guidance%3Futm_source%3Deducation%26utm_medium%3Dvx-email%26utm_campaign%3Dlegal-update-2017-04-06&sa=D&sntz=1&usg=AFQjCNEHvjkdHKddeg2M7X0SGRnXnDnSgg)

