



Managing Behaviour

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This document needs to be read in conjunction with the school's Teaching and Learning Policy.

At St. Thomas Primary School we are committed to ensuring that every child receives the best possible education. Every person is unique and special and a policy can not entirely reflect the needs of the individual. However, we recognise that children learn best when they feel safe and happy and this policy identifies the boundaries to make this possible.

Expectations

The expectations for behaviour apply to the whole school community both adults and children and are centred on the core values of the school:

- **Respect** - to always value other people, belongings and the environment around us.
- **Reflect** - to be self-controlled; thinking carefully about our actions and the possible consequences on others and the environment.
- **Resilience** - to be mindful that we all make mistakes and to act positively to defuse situations and to solve problems.
- **Reciprocal** - to work positively together encouraging the best in each other.
- **Resourceful** - to take responsibility for situations and develop conflict resolution skills.

To help achieve these values, set out below are some of the strategies that the school uses to achieve a positive learning environment.

Prevention

The school is proactive and seeks to identify and teach the skills and strategies needed to manage situations before they arise.

- Social, Emotional Aspects of Learning (SEAL)
 - In assemblies, lesson time and in small groups the school actively teaches the emotions and feelings around a number of key areas. This helps to recognise emotions in ourselves and how we might react to certain circumstances. It also helps us to identify how others may act towards us and to provide strategies to manage the situations enabling teachers to directly teach about the consequences of our actions. The key themes are:

- Term 1
 - New Beginnings
 - Getting on and Falling Out
 - Anti-Bullying

- Term 2
 - Going for Goals
 - Good to be Me

- Term 3
 - Relationships
 - Changes

- Circle Time
 - Every class will timetable at least one session of Circle Time each week to develop the SEAL theme but to also address situations in the class. Circle time may include:

- Team building activities
- Discussion
- Role-play
- Work with puppets
- Empathy with others

- Class Charters
 - At the beginning of every academic year each class will negotiate the behaviours that they want to see in their class. This will be signed by each class member, displayed in the classroom and sent home.

- Playground Charter
 - In September the School Council will review and adapt the playground charter.

The Charters are kept alive throughout the year and aspects are discussed during circle time with the class developing a focus for the week which is shared with the school council.

- Curriculum
 - The curriculum is appropriately differentiated and built upon the children's interests, prior learning and understanding. (Teaching and Learning Policy)
- Peer Mentors /Buddies

- Older children are given responsibility to buddy younger children which creates a positive caring attitude towards others. Where a child may be struggling with an issue peer mentors can be used to support.
- Peer Massage
 - A whole school strategy to reduce children's stress levels, aggression and bullying. Peer massage is an effective tool for improving a child's mental health and has also been shown to improve the children's concentration and self-confidence. Children are empowered to make choices and develop respect for the needs and feelings of others.

Rewards

- Praise
 - Positive praise is essential to help reinforce the schools expectations and the learning behaviours that need to be encouraged. Praise needs to be instant and specific eg. 'good listening', 'good sitting'. There must always be more praise than correction to prevent negative attention seeking.
- Class Rewards
 - Every class has a system for earning rewards by being reciprocal and cooperating with each other. The system is decided in individual classes but could be; a marble in the jar, segmented picture to colour. The rewards are put together to work towards a whole class treat. This is decided by the class and can include things such as, a film, choosing afternoon, non-school uniform, class party, bikes and scooters.
- Stickers
 - For making good choices, working hard, showing polite behaviour children can earn a sticker. Every child has a sticker card and a sticker card is completed when six stickers have been earned. As a sticker card is filled teachers will contact parents to reinforce the good behaviours seen in school.

Sticker Cards	Key Stage 1	Key Stage 2
5	Certificate	Certificate
10	Pencil	Ruler
15	Colouring Pencils	Pencil Case
20	Book	Book
25	Voucher	Voucher

When a special award is presented in assembly a note is also sent home to the family so they are aware of the child's success.

- Lunch Time
 - Classes can earn stickers for their class during lunchtime to fill a picture of a snail. Once the snail has been filled the class can choose an appropriate treat.
- Assembly

- There is a celebration assembly once a week where presentations are made and children can share their achievements in and out of school.
- Star of the week.

Sanctions

Adults use the language of choice at all times to help individuals understand that their actions are having a negative impact on themselves and others. A restorative approach is used at all times. Recognising that we all make mistakes an opportunity is given for behaviour to change and there is a chance to make amends. Offensive language and physical aggression towards another will not be tolerated and dependant on circumstances could result in a stage in the warning system being missed. When using the sanctions it is the teaching and learning that is key, reinforcing what the impact of the behaviour is. If the strategies outlined above are not having the impact then the following apply:

Stage	Action	Sanction
1	<p><u>Key Stage 1</u> Warning given</p> <ul style="list-style-type: none"> • 2 Warnings in a day • 3 Warnings • 4 Warnings in a day • 5 Warnings in a day. <p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • 1 Warning in a day (KS2) • 2 Warnings in a day (KS2) • The warning system is repeated again during the same week. • Sad face board at lunchtime. 	<ul style="list-style-type: none"> • Chance to change behaviour • Time out given in the classroom • Time out given in another room - time to reflect and prevents escalation. • Sent to a member of the Senior Management Team and the class teacher to speak with parents. • Chance to change behaviour • Time out given in another room - time to reflect and prevents escalation. • A letter is sent home (see appendix A) - Appropriate consequences are arranged depending on the nature of the persistent behaviour. Could include: <ul style="list-style-type: none"> ○ Exclusion to a different class. ○ Detention to make amends ○ Detention during break/lunch to complete work around the area of repeated behaviour to reflect on the impact on others. • Chance to change behaviour • Reported to class teacher and warning given - at the teacher's discretion. • Time out in the Year 1 classroom -

	<ul style="list-style-type: none"> ○ 1 sad face ○ 2 sad faces ○ 3 sad faces 	supervised by first aid MTA
2	Behaviour Care Plan	<ul style="list-style-type: none"> • On the occasions when a child is consistently working through the warning system - Parents/Teacher/SENCo/ SMT representative will meet to develop a plan to address the child's specific behaviour needs. Strategies will be specific for the child and the plan will be shared with all staff.
3	Pastoral Support Program (PSP)	<ul style="list-style-type: none"> • An additional layer that involves outside agencies including the Local Authority Inclusion officers. The plan runs for 16 weeks and seeks to prevent exclusion.
4	Fixed Term Exclusion of up to 5 days.	<ul style="list-style-type: none"> • Child is removed from school for a fixed period. Work is set to do at home during normal school hours. School works on strategies to help the child to return to school. This is communicated during the reintegration meeting.
5	Permanent exclusion	

Related Policies

- Teaching and Learning Policy
- Anti-Bullying
- Equal Opportunity Policy
- Disability Equality