



St Thomas of Canterbury Catholic Primary School

Policy: Behaviour Policy

Review date: March 2021

Next review: March 2024



MISSION STATEMENT

Growing Together in God's Love

Behaviour policy

At St Thomas of Canterbury Catholic Primary School, we aspire to uphold the highest standard of behaviour in and around our school. Reinforcing positive behaviour and recognising this is fundamental in what we do. Our behaviour policy aims, expectations and guidelines are woven through our values, our Christian beliefs and our Mission Statement.

Every member of our school community has the right to feel valued, care for and respected. We strive to create an atmosphere where everyone feels happy, safe and secure and all members of our school community are treated with the upmost respect. This policy echoes our core school values and belief that together we can grow to become the best individuals, team and community that we can be; giving love in all we do and say.

AIMS

- All members of our school community feel valued and respected.
- Provide an environment where everyone feels happy, safe and secure.
- To provide an inclusive, caring and loving environment where children feel supported and valued.
- All children are treated fairly and consistently.
- To encourage tolerance and self-discipline.
- Treat one another with kindness, mutual trust and respect enabling everyone to work together positively and collaboratively.
- Positive reinforcement and rewards develop an ethos of kindness and cooperation.

All our rules are based on our Catholic values and principles and enable us to:

Give love in all we do and say

Rejoice in God's friendship

Open our hearts to others

Work at being the best we can be

At St Thomas of Canterbury we have a whole school approach to behaviour and discipline. We are proud of our sense of community/collective responsibility which involves all stakeholders. We have regular parental involvement throughout the year and effective communication systems are in place. We firmly believe that this partnership and communication is vital in laying

the platform for demonstrating good behaviour and allows for early intervention for potential developing behavioural problems.

Throughout all our classrooms we strive for outstanding behaviour. Our children display excellent behaviour and we are proud of their achievements and attitudes towards their learning. In order to achieve our best in and out of class, we must follow these values to grow.

Perseverance – Determination – Resilience – Co-operation - Respect

Rewards

For displaying outstanding behaviour or work, displaying our Catholic values in class and around school, showing improvements in effort and attitude; pupils receive various rewards including:

- Written praise
- Verbal praise
- Peer group praise
- Class Points, certificates, stickers, smiley faces, etc.
- Star of the Week award
- Sparkle cards
- Stickers on the pupil's good work award chart
- Class Dojo- trial whole school
- Raffle Tickets/ class reward linked to dojo
- Half termly – Citizenship Award which is given out one per term
- Hot Chocolate with the head

Sanctions

Every possible opportunity to praise and reward pupils to promote good behaviour will be used in and out of class. If further steps are required, sanctions will be used, they may come in the form of:

- Reminders given to pupils about our school/class rules.
- A warning given to pupil who continues to display inappropriate behaviour.
- Missing playtimes and/or lunchtimes for a time appropriate to the behaviour displayed. During this time there may be opportunities for reflection time, write an apology, discussions about school rules, Catholic living, values etc.
- If persistent rule breaking is shown class teacher to speak to parents.
- If rule breaking continues Headteacher to speak to parents.
- If the rule breaking is persistent or extreme- withdrawal from a particular class or activity and supervised by the Headteacher- or to join another class.
- Persistent bad behaviour will be dealt with as appropriate by the Headteacher.
- Class dojo 'needs work' dojo given to pupils who go on traffic light.
- Traffic light system used in conjunction with class dojo.

Escalation of Sanctions

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

- In response to serious breaches of school discipline policy.
- Once a range of alternative strategies have been tried and have failed.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.
- If the decision is made to exclude a child on a fixed term or permanently, the exclusion policy will come into effect

ROLES AND RESPONSIBILITIES

Class Teacher

- To treat every member of the class in a fair and consistent way building on the foundations of mutual respect and trust.
- All pupils in the class are treated with respect and understanding.
- Provide opportunities for reflection and the importance of being a good citizen e.g. through Collective Worships, RE, PSHE, focused themed weeks.
- To ensure that the classroom is an area where the children feel happy, safe and secure.
- Class teacher to log incidents on CPOMS accordingly and in line with school procedure and policy.
- Reinforce school Mission Statement, values and beliefs in everything that they do and say.
- Consult with Headteacher and SLT accordingly.
- To pass on vital information that may have an impact on the children's behaviour to all adults who work with the pupil.
- Class teachers report to parents regularly throughout the year through informal chats, parent consultations and formal written reports.

Headteacher

- To ensure the behaviour policy is implemented throughout school consistently and fairly across all key stages.
- To monitor and log incidents recorded on CPOMS and logs all incidents of misbehaviour.
- Reports to governors on the effectiveness of the policy and share data of behaviour logs.
- To ensure the health, safety and welfare of all staff and pupils.
- Set the standards of behaviour and expectations, work closely with teachers, pupils, parents and governors to promote a positive, learning environment instilled in our core Catholic values.
- If appropriate, to give out various rewards and sanctions, including suspensions or exclusions if misbehaviour warrants this action.

Parents

- School work collaboratively with parents so they are regularly informed of positive behaviour or developments in inappropriate behaviour.
- Parents to support the children's learning and cooperate with school, as set out in the home school agreement.
- We encourage positive dialogue between home and school and will inform parents immediately if we have concerns about their child's welfare or behaviour.
- If school must use reasonable sanctions due to inappropriate behaviour, we hope parents support the actions of the school. If parents have concerns about the sanctions given or the way their child has been treated, they should initially contact the class teacher. If the outcome is not resolved, they should contact the Headteacher, if the concern remains then contact the school governors. If these steps do not resolve their concern a formal appeal can be set in motion.

Governors

- Setting down guidelines in standards of behaviour and carry out regular reviews of their effectiveness.
- May provide guidance to the Headteacher regarding any disciplinary issues.
- Support the school in promoting an environment of which our mission statement is at the heart of our work.

Monitoring

- Parents, staff, governors and pupils have the opportunity to contribute to the development of this policy.
- The effectiveness of this policy is reviewed regularly and monitored throughout the school year. The Headteacher reports to the governing body and, if necessary, listens to recommendations for further improvements.
- Through school council meetings, pupil questionnaires, pupil voice opportunities -pupils are regularly informed and given an opportunity to have an input in school's rewards/sanctions.
- The governors review this policy every two years or sooner if government introduces new regulations or recommendations.
- Headteacher keeps a record of behavioural incidents, identifying patterns, trends and constantly reviews these records implementing next steps.