



# Our Lady & St Thomas RCVA School



## Behaviour Policy

Our whole school approach to behaviour management is firmly embedded in our Rights Respecting School ethos.

At Our Lady & St Thomas Primary School, it is our aim to ensure that all children are happy. This occurs only when they are able to achieve success and are learning how to do different things.

Our charters are agreed by all children and staff and are based on ensuring every child in school is happy and safe through mutually respectful behaviour. We endeavour to make our school a successful place where everyone is treated with respect, kindness and understanding.

### WE WANT OUR PUPILS TO BE ABLE TO:

- Take risks and learn from their mistakes.
- Have informed opinions and respect for others.
- Develop a curious outlook on life.
- Be equipped as confident and responsible global citizens of the 21<sup>st</sup> century.

### IN KEY STAGE 1

- We want children to develop in confidence and believe in themselves.
- We want them to learn to be independent.
- To respect themselves and others.

### IN KEY STAGE 2

- We want to develop critical thought.
- We want to develop ambition.
- We want children to learn to persevere.
- We want children to be tolerant, respectful and understanding

To encourage this growth we will use an explicit reward system linked to the awarding of house points and rewards for good behaviour and achievement in both academic and non-academic activities.

Staff use the school behaviour reward system to reward positive behaviour patterns. A range of rewards are given frequently and consistently. Staff are consistent and positive in their interactions with children. The raising of one's voice is not acceptable and staff, when faced with bad behaviour, concentrate on dealing with the behaviour displayed, followed by an investigation into the reasons for the occurrence of such an event.

In September 2019 a new system was introduced to school which links House points and behaviour more closely. This new system came through discussion with our pupils who felt they wanted a more stringent behaviour system implementing. One of the overarching features of the life at OLST and the excellent behaviour we are known for, is the strength of pupil voice and therefore the children were at the heart of the decisions we made. The new system is simple to use and understand.

It is based upon the build up of House points to a series of card based awards throughout the school year and works as follows:

- The card equate to House points - one card equals one house point. Children can then see a direct correlation between Behaviour and house points.
- Upon attaining 10 smile cards, the child qualifies for a 'star' card. These build through the school year in the order, Ruby, Sapphire, Emerald, bronze, silver and gold.
- When the child is ready for their card, they let the class teacher know and the teacher will personalise the card with a message.
- Any jewel awards are celebrated in assembly.
- There is enough time for each child to achieve all six cards across the year even allowing for some minor misdemeanours!

Every pupil is allocated to one of four house teams upon entering school. They are Aidan, Bede, Cuthbert and Godric. The aim of this is to encourage them to feel part of a group beyond the class/school community. Staff award house points for a whole range of reasons, some class based, some school based. These points are totalled each week by a member of Year 6 and entered onto the display boards in the school hall. At the end of each half term a House Cup is awarded to the house with the most points.

Within school, staff use the school system of assertive discipline; this is linked to school charters and charter boards. Staff are expected to lead by example:

- By highlighting and rewarding examples of good behaviour.
- Praise
- Pupils visit the Head teacher with their work on a daily basis.
- In awards assembly, everyone will be given the opportunity to reflect upon their positive behaviour and achievements throughout the past week.
- Children are awarded a shining star (a teacher not from their class) and a star of the week (CT based).
- Children achieving these awards then get to sit at the 'top table' in the dining hall the following week. This is a table set with a table cloth, 'glasses' and a chocolate.

## **BEHAVIOUR**

As a Rights Respecting Level 2 school our behaviour policy is linked to School Charters. There is an expectation of excellent behaviour and an ethos rooted in our Christian belief, that we treat everyone we meet with courtesy and respect.

Good behaviour is that which conforms to the reasonable requirements and expectations of our school. It requires respect for one's self, mutual respect for others and care for our environment, both inside and outside of school. Our programme for Assemblies (Nurturing Human Wholeness) supports the values we all aspire to.

Our school charters and classroom charters are developed by children and staff and we all sign up to these. Each class may have a different charter but each charter is founded upon safe, sensible behaviour where good manners, consideration, courtesy and respect for others are expected from adults and pupils alike. The pupils develop charters within their own classrooms, for the playground, dining hall, corridors and toilets. They state what is expected of children and adults and both our rewards and consequences systems relate back to these charters.

Our pupils are aware of the acceptable behaviours within our environment and the possible consequences should they choose to ignore them. Staff encourage good behaviour and high standards through the use of frequent praise and high expectations. Children receive consequences consistently after discussion of why the consequence has been issued.

## **PUPIL EXPECTATIONS**

Positive support and consistent implementation of standards by all adults working in school will provide pupils with good role models of desirable adult behaviour to follow.

Pupils are treated with respect, kindness and an understanding of each child's personal circumstances.

Older pupils are encouraged to display positive behaviour around school by taking on various responsibilities, e.g. Head Boy Head Girl, House Captains, Monitors, Sports Leaders and Friendship Fixers. They act as mentors for younger pupils and show visitors around the school. Friendship Fixers support younger pupils. Our youngest children are provided with good role models in school. Adults;

- Encourage positive behaviour in the playground/classroom
- Use praise as much as possible.
- Scan the children and note those behaving well.
- Praise them.

**Staff keep the balance more to praise than criticism by:**

- Smiles and gestures. engaging in enjoyable activities. verbal comments, special responsibilities etc.
- Body language is important

**See and be seen by:**

- Moving around the playground.
- Move towards trouble spots. Use your eyes, face and voice (although avoid shouting where possible). Give warning looks as reminders.
- Use hand signals to stop.
- Pay attention to the organisation of the playground by:
  - Reminding the children how to use it.
  - Organising quiet play away from noise etc.
  - Ensuring blind-spots (i.e. round corners of the school) are not used by children to play IT.

**Involve the children by:**

- Asking them to devise the rules to their games.
- Communicate with them at all times.
- Be prepared to support playground activities for younger children.

**Always remember:**

- Arrive on the playground at the appointed time.
- Communicate with teachers/senior supervisors/head teacher on any concerns.
- If there is an incident at lunchtime this needs to be reported via the managing pupils behaviour system in place

**ACTIONS TO BE TAKEN FOLLOWING UNACCEPTABLE BEHAVIOUR:**

The exact measures taken following inappropriate or unacceptable behaviour cannot be listed in detail as each incident will be judged taking into account, the seriousness of the incident whether it is an isolated incident and the previous behaviour of the child concerned.

At Our Lady & St Thomas, we believe it is important to have consistency of approach when dealing with unacceptable behaviour and it follows the guidelines below:

There are some behaviours which should be brought to the attention of the Senior Leadership team immediately.

- Prejudice related language
- Bullying
- Physical

**CONSEQUENCES**

Class Behaviour expectations set. Agreed set of consequences.

There are no public displays of a child's negative behaviour.

Staff track and log behaviour on class behaviour trackers.

If negative behaviours are regular then the CT must speak to parents.

CT must monitor the small negative behaviours as this can often be an indicator of other difficulties a child is having.

Rewards and consequences are decided at class level with recognition of rewards and recognition of good role models highlighted as part of our assertive discipline.

If difficulties continue, parents will be invited in to school by the Class Teacher and specific improvements to the pupil's behaviour be agreed with both the parent and the child. Head Teacher involved if necessary.

Any letters going home to be kept and Head Teacher to be informed. Behaviour trackers to be handed in half termly.

## **EXCLUSION**

If these difficulties cannot be resolved within a measurable period of time, then further action may need to be taken. This could be in the form of an internal exclusion within school, or fixed term exclusion.

### **Procedures following a Fixed Term Exclusion:**

- (i) Exclusions up to 5 consecutive days - work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- (ii) Exclusions for 6 consecutive days or longer - the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. (Schools need to explain their agreed arrangements to Governors.)

### **Procedures following a Permanent Exclusion:**

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

## **CLASSROOM MANAGEMENT:**

The example set by staff is of paramount importance therefore good classroom management and timekeeping are essential. All staff collect children from the yard at the end of break times and lunchtimes. The duty staff will then report any incidents which require the child to lose their tick, to the CT.

At the end of sessions children leave the classroom in an orderly manner, lead out by staffs, who accompany them to the school door. Older children act as corridor monitors as children come in from the playground, ensuring that all children are safe.

Our curriculum is engaging and challenging and staff plan high quality lessons which are delivered in a range of ways. This ensures that the needs of all learners are met, supported by well qualified and experienced staff. This is another essential layer to the management of behaviour.

## **INVOLVEMENT OF PARENTS:**

We acknowledge that working with parents is essential in raising expectations of pupils' behaviour. School systems and routines are discussed with all new parents prior to admission to our school.

If a child chooses not to follow the school charter, parents are contacted by direct contact or phone by the class teacher as soon as possible after the incident. If the incidences of poor behaviour continue, a class teacher will invite a parent into school to discuss and set in motion an action plan to deal with the child's behaviour. If it continues after this, then parents will be invited into school to discuss more serious matters with a member of the Senior Leadership Team.

Various strategies will be discussed with the SLT / other agencies where applicable.

School will inform parents of their child's achievements through termly progress sheets.

## **SUPERVISION OF PUPILS DURING THE SCHOOL DAY:**

The teachers will collect the children from the yard at 8:55 am when the bell sounds. The children are supervised by two members of staff whilst on the yard, before school.

During morning break two members of staff will supervise children in the playground. The end of break time will be signalled by the bell. Staff will collect children from the playground.

Wet break time – two members of staff supervise the children in the school hall.

At lunch time children go to their own class where they are supervised by supervisory assistants and teaching assistants.

All classes have a selection of activities which children can access on indoor breaks. Staff ensure that systems are in place in their classroom for getting out and clearing away activities.

At lunchtime, two Supervisory staff are with the KS1 children in the hall and then on the playground / field. KS2 children are supervised by a TA while in the hall. Upon entry to the playground they are supervised by the staff already there. There are, on occasions, members of the support staff team present on the playground to observe pupils with whom there has been some kind of problem. Supervisory staff to record any incident / injuries on the appropriate form. Minor incidents recorded and handed To a senior support assistant. Any 'red' incident should be dealt with by sending a red card into school and a member of the SLT or teaching will respond. Lunchtime Supervisors hand out stickers as stand alone rewards by staff.

At the end of each day all teachers will escort the children to the exits to be collected. They are handed over to parents individually by class teachers or a TA if the class teacher is on a course.

The same high standards will be expected from everyone at lunchtimes. We aim to provide a calm, social atmosphere for all children staying in school for their lunch.

Supervisory staff are included in all training and reviewing of policies on behaviour management / bullying etc. A member of the SMT will always be available to deal with issues that arise at lunchtimes.

### **BEHAVIOUR OUTSIDE OF SCHOOL:**

Our pupils have a tradition of representing their school outside of the school gates in a mature and noteworthy fashion. Exemplary behaviour is frequently noticed and commented upon by members of the community and all pupils are keen to uphold this, representing their school with pride. If required we will remind our pupils of the schools expectations.

### **POWER TO SEARCH PUPILS FOR WEAPONS:**

The Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

The legal power for school staff to search pupils currently only extends to weapons. If a school felt it necessary for a pupil to be searched for e.g. illegal drugs or stolen property, this should be carried out by the Police.

A Head teacher can conduct a 'without consent search' with another member of staff present, and can authorise (though not require) other staff members, except security staff, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil. The pupil can be required to remove outer clothing (including blazers). If this is refused, a searcher can use reasonable force to remove it.

No school will be compelled to conduct searches, they have been introduced as another option that can be employed when teachers suspect a knife or other weapon is being concealed. There always remains the option of calling the Police, who may decide to conduct a search themselves.

This policy is complied with regard to our school aims, encouraging good behaviour and developing a regard for authority within an atmosphere of mutual respect. We have high standards and our principles are aimed at developing a sense of responsibility in our children, raising self-esteem and enabling them to take their place in society, purposefully and with pride.

### **PHYSICAL RESTRAINT:**

At Our Lady & St Thomas we will only use team teach strategies when we believe that there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger.

## **1 What is reasonable force?**

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **2 Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force<sup>1</sup>.
- (ii) OLSST has 2 members of staff trained in Team Teach.
- (iii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## **3 When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**M. Fulton**, Deputy Head Teacher

**A. Aisbitt**, Chair of Governors

Reviewed September 2019

Next review September 2020