Saint Thomas’ C of E Academy

In Association with:

Manor Multi-Academy Trust

Saint Thomas’ C of E Academy

Behaviour and Discipline Policy
1. Aims and expectations

1.1 It is a primary aim at Saint Thomas' C of E Academy that every member of the academy community feels valued and respected, and that everyone is treated fairly and well. We are a caring community, with values built on mutual trust and respect for all. Our Academy motto is ‘Learning, shining and growing together with God’. The Academy’s behaviour policy is designed to support the way in which all members of the academy can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and valued.

1.2 The School has a number of expectations and values, but the aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way through the promotion of life choices.

1.3 The Academy expects every member of the school community to behave in a considerate way towards others following our top ten values and the behavioural expectations.

1.4 We treat all children fairly and apply this policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy aims to promote exemplary behaviour, rather than merely deter anti-social behaviour.

1.7 We expect the children to show positive manners and natural politeness, e.g. saying please and thank you, holding the door open, speaking in full sentences, using positive language, etc.

2. Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:-

- Staff congratulate children verbally and also make celebrate achievements in a positive way in exercise books with stamps and stickers as well as with comments in marking.
- Staff give children house points, attendance rewards and achievement certificates each week and the chosen pupils are awarded the certificates in special achievement and Attendance assemblies. These rewards include “Writer of the week”, “Mathematician of the week”, “Good behaviour” and our “Christian Values “award for consistently demonstrating our Christian Values in and around school. This award help to promote the Christian Distinctiveness of our school. Parents and carers are invited to class assemblies to celebrate the success of the children.
- Each week the class with the highest attendance is awarded a trophy. At the end of the term, the class with the best attendance are entitled to a reward, decided upon by Staff and pupils.
• All pupils that achieve 100% attendance receive a certificate and prize at the end of each term presented within a whole-school assembly. The whole school community promotes and celebrates good attendance.

• The fantastic achievement of 100% attendance throughout the year is celebrated in the final school presentation assembly, where the relevant children are rewarded.

The school acknowledges all the efforts and achievements of children, both in and out of the school. Children can have externally awarded certificate presented to them in the Weekly achievement assembly.

2.2 The school deploys a number of sanctions to enforce the expectations, and to ensure a safe and positive learning environment. We deploy each sanction appropriately to each individual situation.

**Traffic lights – “it’s good to be green.” Reflective behaviour.**

The basic philosophy behind this form of classroom behaviour management is to empower the pupils with the ability to control their learning environment.

In the traditional classroom the teacher is the manager. He or she manages all behaviours be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. ‘Reflective Behaviour’ reverses this situation by putting the pupil back in the driver’s seat. The ‘Traffic Lights’ system provides the pupil with the basic foundation on which to build successful strategies for dealing with inappropriate behaviour that they do not like or that may be interfering with their learning and the learning of others around them. It provides pupils with positive ways to improve their behaviour.

For this system to be implemented successfully the classroom environment must be **safe and conducive to learning**. Pupils must be confident that they will be supported with their decisions when dealing with off task behaviours. The pupils must be made aware that all class members require different opportunities around them in order to learn and therefore need to learn to be tolerant of the needs of others. This may take a number of weeks to create and the classroom facilitator needs to be patient and supportive while the pupils learn to differentiate between off-task unacceptable behaviour and personal idiosyncrasies.

Pupils need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines for all pupils to follow. The class teacher needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils **must** be made aware of the fact that it is the behaviour that others do not like and not them.

A pupil has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- **Ignore the behaviour** (By not doing anything the pupil is saying “What you are doing is OK”)
- **Join in with the behaviour** (Become a part of the problem)
- **Do something about it** (Model the appropriate behaviour)
A ‘warning’ procedure needs to be in place that provides the framework on which pupils can build their conflict resolution skills. This provides the foundations on which pupils can develop appropriate and assertive dialogue which addresses behavioural issues in the classroom. This will be modelled initially by the teacher but later on in the term children will be able to issue ‘warnings’ towards off task behaviour.

If the pupil continues with the off task behaviour the pupil goes to warning and the pupil continues on green card knowing that next steps are vital. At this point the classroom facilitator mediates for the group ensuring that all the issues are heard. After all parties are heard a decision is made and the person/persons involved may/may not place the pupil onto a yellow or red card.

**A yellow card** tells the pupil that he/she has been warned but not made appropriate changes to their behaviour so they will undertake 5 minutes reflection time at break time or lunchtime in their classroom under the guidance of the teacher where they reflect on their behaviour.

**A red card** requires the pupil to spend the entire break time or 10-15 minutes of their lunchtime in the Entrance Hall.

**Time-Out Procedures**

Once a pupil has been referred for “Time Out” of the classroom or from the playground the following procedures take place:

1. The pupil is counselled by a senior member of Staff to determine the cause and outcome of the behavioural difficulty. During “time out” the pupil is required to complete a task e.g. writing a letter or an apology.

2. The pupil is given their healthy snack/lunch then:
   - Classroom work not finished is completed
   - A task is to be completed e.g. writing a letter of apology.
   - The pupil is counselled once again.

3. If a child is given time out on 3 occasions for unfinished work parents are contacted (by phone or in person and before the pupil goes home) informing them of their child’s “Time Out” referral, the reasons why and consequences. For more serious behavioural issues that are referred for “Time Out” parents will be contacted immediately by a member of the SLT to ensure parents are aware of events. This is most important as it stops pupils telling parents ‘half-truths’ when they arrive home that day. Parents really appreciate the advance warning and will offer contextual information which may provide additional reasoning behind their child’s behaviour.

4. Any serious concerns about behaviour which results in a “Time Out” referral is recorded on the school’s Behavioural log. After 3 entries the parent is informed and a meeting is arranged between the parent, teacher and Headteacher. This Parent Meeting and outcomes are recorded in the Behavioural Log.

5. Should major concerns arise then an individual behaviour modification plan will be developed with the teacher, pupil and parent during a structured conversation meeting.
6. Parents **must** be notified if their child is being issued red cards so they remain informed and supported. The Headteacher will remain informed verbally. This will ensure all parties are aware of any behaviour concerns and children are supported with a home and school partnership.

**Playground Procedures**

P.E. lessons led by teachers and external sports providers teach children games, sporting behaviours, positive mindsets and imaginative play that children can apply in break time and lunch time sessions. Initially there will be high adult supervision and involvement. This may ease off over time but not stopped altogether. Playground incidents are linked to Traffic Lights procedures but only issued by the class-based staff.

2.2 The school employs a number of sanctions to reinforce school conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is counselled. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- During lunchtimes, we expect the children to respect the Lunchtime supervisors and continue with exemplary behaviour. Any incidents of misbehaviour are recorded by staff in a book. If a Lunchtime Supervisor is concerned about a child’s behaviour they will report this to the class teacher or if the matter is of a serious nature to the Head teacher. If necessary the Head teacher will contact the child’s parents.
- Minor incidents at lunchtime will result in a short periods of time out supervised by the Head or Assistant Headteacher.

2.3 The class teacher discusses the school expectations with his/her class so that every child is aware of school expectations.

2.4 The academy does not tolerate bullying of any kind. If we discover that an act of bullying, peer on peer abuse or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see anti-bullying policy and the child protection policy for further guidance.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in: Behaviour and Discipline in Schools and Keeping Children Safe in Education containing guidance on peer on peer abuse. Teachers at our academy do not use any form of physical punishment. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
3. **The role of the class teacher**

3.1 It is the responsibility of the class teacher to ensure that the school expectations are followed in their class, and that their class behaves in a responsible manner. Teachers deliver lessons to engage and motivate pupils. This contributes towards a positive class culture and effective discipline structure.

3.2 The class teachers at our academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom expectations consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher or Senior Management Team. The parents of the child must be kept informed of Staff concerns about their child's behaviour.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher for example may discuss the needs of a child with the school–based Educational Psychologist or Strengthening Families Worker.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. **The role of the Headteacher**

4.1 It is the responsibility of the Headteacher under the Schools: Statutory Guidance (update 4 April 2016) to implement the school behaviour policy consistently throughout the academy, and to report to the Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Directors have been notified.
5. **The role of parents**

5.1 The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the academy expectations in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child’s learning, and to co-operate with the academy, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

5.4 If the academy has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem parents can share their concerns with the CEO and Directors of the Academy Trust.

6. **The role of the Directors**

6.1 The Directors have the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Directors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, however the Directors may give advice to the Headteacher about particular disciplinary issues.

7. **Seclusions, Fixed-term and permanent exclusions**

7.1 Only the Headteacher has the authority to exclude a pupil from the academy. The Headteacher may exclude a pupil for one or more fixed periods, for up to the permitted maximum number of days set by the Local Authority in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a pupil, the pupils’ parents must be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher will makes it clear to the parents in writing that if the exclusion is permanent they have the right to appeal against the decision to the Directors. The Academy informs the parents how to make any such appeal.
7.3 The Headteacher informs the Local Authority and the Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The Directors cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

7.5 The Directors also have a Discipline Committee which is made up of between three and five members. The committee members consider any exclusion appeals on behalf of the Directors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

8. Monitoring

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a ‘Behaviour Log’ of incidents of misbehaviour. The class teacher records minor classroom incidents. The log includes details of actions and outcomes by staff.

8.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9. Review

9.1 The Directors review this policy annually. The Directors may however review the policy earlier than this, if the government introduces new regulations, or if the Multi-Academy Trust receives recommendations on how the policy might be improved.