

Golborne St. Thomas' C of E J & I School

Behaviour Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Behaviour Policy

For our children, a positive approach to discipline works. Emphasising desirable behaviour and attitudes motivates the children to conduct themselves in a reasonable manner. All children in school have a right to be in a safe, helpful, friendly environment. This document has been written in accordance with:

- School Discipline and Pupil Behaviour Policy Guidance Summary (DFE)
- Ensuring Good Behaviour in Schools: A summary for Headteachers, Governing bodies, Teachers, Parents and Pupils (DFE)

Aims

- To encourage a calm, purposeful and happy atmosphere within school, where children focus on wellbeing.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement, making boundaries of acceptable behaviour clear.

Children's Responsibilities

- To follow instructions with thought and care
- To show good manners to everyone at all times
- To care for everything and everyone

Staff Responsibilities

- To be a positive role model
- To use rules and sanctions clearly and consistently
- To create a safe and pleasant environment, that focuses on wellbeing and raising self-esteem.
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of their individual needs
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim

Parent Responsibilities

- To foster good relationships with the school
- To be aware of the school rules and expectations, and support the school in this policy
- To show an interest in all that their child does in school, including; class assemblies, parent's evenings and parent workshops
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To ensure the Home-School agreement is signed and followed

Governor Responsibilities

- In consultation with staff and pupils, review behaviour and procedures
- To support the Headteacher to maintain the necessary balance between sanctions and rewards in the policy
- To promote behaviour improvement as a means of improving learning and teaching in order for children to reach their full potential

Rewards

We use a wide range of rewards in school, such as:

- Verbal praise
- Teacher stickers
- Notes home
- Weekly achievement assembly to celebrate academic success, positive attitudes and behaviour in school
- Headteacher's stickers for outstanding work
- Deputy Headteacher stickers for outstanding work
- Prize draws for children with the highest number of Dojo points. Prizes may include scooters, a bike or other active rewards.
- Dojo points are awarded to pupils for their efforts and achievement in the classroom, being prepared in school by having the right equipment daily, and for demonstrating positive attitudes towards all aspects of their learning. Class prizes are awarded for each 100 Dojo points achieved by

children. Parents have the option to log in to their child's Dojo account to monitor their child's behaviour in school.

- Points count towards the House Cup, awarded at the end of the year.

Sanctions

Children will be praised for following school rules. However, when school rules are broken the following will be used:

1. A verbal warning is given to children to explain how they can modify their behaviour and avoid further sanctions.
2. 1 Dojo point removed for unacceptable behaviour or negative attitudes towards learning.
3. If children continue to ignore the advice they have been given, or if the staff member deems the behaviour to be more serious, children will be given a further age-appropriate consequence of missing break time. This is recorded on Dojo as "Yellow card" and 3 points will be taken.
4. A Red Card Consequence is given if advice is still ignored, or if the behaviour is severe, such as physical violence. "Red card" on Dojo will remove 5 points. This will also be logged on CPOMS by staff in order to safeguard children.

First red: Children are spoken to by their Key Stage Leader. Support is offered to correct behaviour.

Second offence: Children are spoken to by the Deputy Headteacher. Possible creation of a behaviour plan to identify patterns or causes of serious behaviours. Parents are informed.

Third offence: Children are spoken to by the Headteacher. The behaviour is logged on CPOMS. Parents called into school. Possible referral to BST (Behaviour Support Team).

Fourth offence: Meeting with Headteacher and other professionals. Children who persistently disregard school rules could face a temporary exclusion. At this point the child may be placed on a PSP (Pastoral Support Programme). This strategy involves the child's parents, TESS (Targeted Education Support Service) and the School (Special Educational Needs Co-ordinator may also be involved).

Outside the classroom

Children who are disruptive outside the classroom (playtime, dinnertime) are firstly the responsibility of the teachers on duty or lunchtime staff. If any problems arise which cannot be dealt with, children should be brought in to see the class teacher. If behaviour persists, the usual steps of sanctions will apply.

Positive behaviour management should remain the first response when dealing with behaviour outside the classroom.

Monitoring

Monitoring of this policy will be on-going. The Headteacher and the Senior Leadership Team will look at evidence such as: CPOMS behaviour logs, observations, staff working groups, learning walks, the children's work and school council minutes.

Date of policy: September 2023

To be reviewed: September 2024