

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

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

- I will be polite and respectful to everyone in the school building
- I will keep my hands and feet to myself and respect personal space of others
- I will complete all my work to the best of my ability

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
- Daily awards (Star of the day)
- 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
- Certificates for children with the highest number of Dojo points
- 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 to a house weekly.
- ½ termly reward for the house with the most points for children with 90% or more positive behaviour points.
- The best class lining up at break and dinner times get an extra playtime
- Termly awards for reading, writing and maths. Parents of the winning children will be invited into the achievement's assembly
- Reading badges
- Reading raffle tickets half termly for a vending machine token.

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. The child will miss break in the timeout zone with a member of Staff.

4. An Orange card Consequence is given if advice is still ignored. "Orange" on Dojo will remove 5 points. This will also be logged on CPOMS by staff in order to safeguard children. The child will miss break and dinner in the timeout zone with a member of SLT.
5. If the behaviour is severe a Red card will be given. "Red Card" on DOJO will remove 10 points. This will also be logged on CPOMS by staff in order to safeguard children.

Please see below examples of why a Orange or Red card may occur.

Cards

| <u>Orange</u> | <u>Red</u> |
|--|--|
| Persistent disruption of learning | Inappropriate language |
| Refusal to do work | Racist incidents and use of derogatory language |
| Build up of behaviour incidents following policy | Fighting |
| Not keeping hands and feet to yourself | Verbal or physical behaviours towards peers and/or staff |
| | Repeated Orange card offences during the same day |

First red or three Orange Cards: Children are spoken to by the Deputy Headteacher. Support is offered to correct behaviour.

Second red or four orange cards: Children are spoken to by the Headteacher. Creation of a behaviour plan to identify patterns or causes of serious behaviours. Parents are informed. The report will be in place for two weeks.

Third red card or five orange cards: Children are spoken to by the Headteacher. The behaviour is logged on CPOMS. Parents called into school. Internal exclusion put in place appropriate for age.

Fourth red card or six orange cards: Meeting with Headteacher and other professionals. Children who persistently disregard school rules could face an external suspension. 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). We will look at reasonable adjustments needed to support the child.

In the event of a severe incident, it may be necessary to instantly suspend a pupil.

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 will be brought in to see the Head Teacher or Deputy Headteacher. 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 2024

To be reviewed: September 2025