



St Thomas More R.C. Primary
Behaviour Policy
Reviewed March 2017

Behaviour Policy

Mission Statement

As Servants of God, we follow in the footsteps of Jesus Christ. Through His love, we guide each member of our family on their own spiritual and learning journey to achieve and grow.

We Love, We Learn, We Live with Christ.

AIMS AND EXPECTATIONS

- At St Thomas More RC Primary our Behaviour Policy is based on our Mission Statement.
- Its main aim is to promote, recognise and reinforce positive behaviour, in order for all to work together to achieve their best.
- 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 school community.
- Good choices and positive behaviour is rewarded as we believe that this fosters an ethos of kindness and cooperation.
- It expects that teacher and staff integrate a system within their daily teaching to promote positive behaviour and effective behaviour management skills.
- As an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach, there is an element of flexibility to address the needs of specific children.
- The policy is based on the above philosophy and encourages the children to use the **Good to be Green Rules** in all departments across the school.
- Early years stick to just the three colours; green, yellow and red.

Nursery

- Use class rules to encourage positive behaviour
- If a child makes a poor choice they are given time to think about their action and encouraged to say 'sorry'.
- If a child has had to have some thinking time, their parent is spoken to at the end of the session.
- Staff constantly reinforce good behaviour and give praise for children making good choices.

Reception

- Children create class rules.
- Staff praise children making choices based on the rules encouraging positive behaviour.
- If a child makes a poor choice they are given time to think about their action and encouraged to say 'sorry'.
- Reception children are encouraged to make good choices and receive praise and weekly awards are given.

CODE OF CONDUCT

At St Thomas More RC Primary we have five Golden Rules. To “stay on GREEN”, we will...

1. Listen to each other.
2. Treat everyone with politeness and respect.
3. Work to the best of our ability.
4. Help each other to stay safe.
5. Respect the school environment.

System allows for...

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- The least intrusive approaches for managing behaviour being chosen.
- Teaching of specific behaviours and routines

Colour	Behaviour	Rewards
Gold	<ul style="list-style-type: none"> • Exceptional behaviour • Significant achievement • Consistently displaying Silver behaviour 	<ul style="list-style-type: none"> • Good to be Green Extra break on Friday • Text home to parents • Golden badge winners will receive an invitation to Head Teacher's Tea Party
	When a child has been on 'Silver' each week for 10 weeks, they will be presented with a gold badge and receive 30 Dojo Points	
Silver	<ul style="list-style-type: none"> • Consistent politeness • Selfless behaviour • Consistently displaying Bronze behaviour 	<ul style="list-style-type: none"> • Text home to parents • Good to be Green Extra break on Friday
	When a child has been on 'Bronze' each week for 10 weeks, they will be presented with a silver badge and receive 20 Dojo Points	
Bronze	<ul style="list-style-type: none"> • Better than expected behaviour & effort 	<ul style="list-style-type: none"> • Text home to parents • Good to be Green Extra break on Friday
	When a child has been on 'Green' each week for 10 weeks, they will be presented with a bronze badge and receive 10 Dojo Points	
Green	<ul style="list-style-type: none"> • Listen to each other. • Treat everyone with politeness and respect. • Work to the best of our ability. • Help each other to stay safe. • Respect the school environment. 	<ul style="list-style-type: none"> • Daily Dojo point to be given in class • 5 Dojo points to be given to Star of the Day / Star of the Week • Good to be Green Extra break on Friday if on Green all week.

Whole Class - Collection of Dojo points each half term and earning awards throughout the year

Total Dojo Points – total the number of Dojo points over time. The whole class will decide what to have as their reward when they have collected 3000 points per half term.

Good to be Green Rules

- Listen to each other.
- Treat everyone with politeness and respect.
- Work to the best of our ability.
- Help each other to stay safe.
- Respect the school environment.

WARNING - child is reminded of GREEN behaviour

Amber	<ul style="list-style-type: none"> • Breaking the GREEN rules • Disturbing teaching time • Not co-operating with others • Having a negative attitude 	Consequences
		<ul style="list-style-type: none"> • Child's behaviour card is put into the Amber Section and told why their behaviour is unacceptable. • If behaviour improves they are returned to GREEN (Follow STAY ON GREEN RULES; including taking part in Good to Be Green Extra Break) • If not, 10 minutes of playtime is lost or 10 minutes in partner teacher classroom. • Reflection sheet completed. • Class teacher will inform parents about the behaviour.

To achieve Good to be Green Extra Break positive behaviour of Bronze, Silver or Gold must be shown

WARNING - if the behaviour continues it will lead to a move to RED

Red 1	<ul style="list-style-type: none"> • Breaking the GREEN rules • Stealing/damage to property • Name calling • Physical intimidation • Deliberate hurting • Throwing things • Rudeness • Swearing • Homophobic language or insults 	Consequences
		<ul style="list-style-type: none"> • 30 minutes in partner teacher class • Alternative lunchtime • Escorted to a senior member of member of SLT • Reflection sheet completed • Class teacher will inform parents about the behaviour, unless deemed that SLT to inform parents.

A serious incident occurs which may compromise the safety of themselves or others – a warning does not have to be given.

Red 2	<ul style="list-style-type: none"> • Acts of aggression • Leaving teaching session • Running away from adults • Intimidating adults • Bullying • Fighting • Stealing • Inappropriate touching • Being racist 	Consequences
		<ul style="list-style-type: none"> • Escorted to a member of SLT • Parents phoned • If necessary Exclusion in accordance with the Exclusion Guidelines

In exceptional circumstances, Bronze, Silver or Gold rewards can be removed and 10 weeks on Green will start again.

PARENTS

At St Thomas More R.C. we recognise the importance of parents and carers in children's lives. They are the first educators of our children and their support is vital to the success of our Behaviour Policy.

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment.

Staff in Key Stage 2 will reinforce Good to be Green using the Homework diaries, if a child is put on Amber the diary is put on the desk, if a children redeems themselves and gets back on Green the diary is returned. If they do NOT get back on green – staff write that they were on Amber at the end of the day into the relevant day in the diary.

If a child consistently misbehaves and reminders plus support from parents and SLT are not working a Behaviour Support Plan will be established.

If behaviour results in an Exclusion, the Rochdale procedures will be followed including a reintegration plan will be developed.

TEAM TEACH

In the event of a child putting themselves at risk or other children at risk then Mrs Butterworth is trained in Team Teach techniques. These are holding strategies that keep children safe.

SUPPORT

- Early Help
- Suggested support on Appendix 2

NOTES

- ❖ **Stages may be jumped, depending on behaviours exhibited**
- ❖ **A serious incident occurs which may compromise the safety of themselves or others – a warning does not have to be given.**
- ❖ **If regular reoccurrence of RED stage a Behaviour Support plan must be developed.**
- ❖ **A Yellow Behaviour Form must be completed regarding RED behaviour (Appendix 3)**
- ❖ **A Children's Reflection sheet must form part of the discussion (Appendix 4 for KS1 & Appendix 5 for KS2)**
- ❖ **Children should be regularly reminded to STAY ON GREEN**

This policy conforms with section 89 of the Education and Inspections Act 2006

Staff tips for promoting good behaviour

☒ **AN EXCELLENT TEACHER INSPIRES, CARES AND UNDERSTANDS THEIR PUPILS... AND THEIR PUPILS KNOW IT!**

☒ Always aim to **DIFFUSE** a situation, not **IGNITE** it!

☒ It's not personal! Don't get angry or upset.

☒ Positive reinforcement, pick on good behaviour.

☒ **REWARDS** are always more effective than **SANCTIONS**.

☒ Always give children a 'way out' of their behaviour pattern.

☒ Don't zoom through the colours. They are there as a guide and to ensure consistency and fairness.

MOST IMPORTANTLY

Find out **why!** There's **always** a reason why a child misbehaves. They are **not** adults; they do not have our vocabulary or ability to explain their feelings.

Build **positive relationships** based on **care, trust & high expectations** and 99% of behaviour problems will disappear.

Teacher techniques	Details
Choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: "I want you to get on with your work or (consequences), it's your choice." "Are you choosing not to follow the STAY on GREEN rules on _____?" or "Sit over here or next to Peter (implicit choice)."
Take-up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include: "Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any."
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: "Yes, you may have been talking about your work but I would like you to ..." "Yes, it may not seem fair but ..."
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, "When you have finished your work, then you can go out" than "No, you cannot go out because you have not finished your work."
Privately understood signals	Draws the class together and builds in sharing times. Examples include: clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil: "Well done. You have remembered to put your hand up to answer a question."
Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include: "Okay, Maria and Mark. We're reading this book together."
Consequences and sanctions	Needs to be in line with school policy and be implemented clearly and consistently. Examples include: "Remember the school STAY on GREEN rules."



ST THOMAS MORE R.C. PRIMARY SCHOOL ALKRINGTON

NAME OF PUPIL _____ CLASS/YEAR _____

Report date: _____ Page _____/_____

(day/month/year)

Report	
A bullet point of relevant matter – antecedent(place, time, event/activity, other children/ adults involve) behaviour, consequences of behaviour on others, your action, consequences for the child.	
Printed name _____ Date _____	
Position _____	

Physical		Racist		Domestic		Attendance	
Verbal		Safeguarding		Health		Emotional	

Please note that this is an important document. It is essential that the details of the **report date are complete** as the help to build a picture over time.

Recording can be done in the form of bullet point notes but must contain full details of any pupils or adults present at the time of the incident/concern.

Children's Reflection Sheet (KS1)

Name: _____ Date: _____ Class/Year: _____

<p style="text-align: center;"><u>What happened?</u></p>	<p style="text-align: center;"><u>What did I do?</u></p>
<p style="text-align: center;"><u>What should I have done?</u></p>	<p style="text-align: center;"><u>What will I do next time?</u></p>

Signed.....

Date.....

Teacher.....

Position.....

Physical		Racist		Domestic		Attendance	
Verbal		Safeguarding		Health		Emotional	

Children's Reflection Sheet (KS2)

Name:.....

Class/Year:.....

Date:.....

What happened?

Who else was involved?

Where and when did it happen?

Could I have done something differently?

Agreed points

Action taken

I am now on a card.

Signed.....

Date.....

Teacher.....

Position.....

Physical		Racist		Domestic		Attendance	
Verbal		Safeguarding		Health		Emotional	