



## **BEHAVIOUR POLICY**

### **PRINCIPLES**

Thomas's Academy believe that good behaviour and good discipline are the result of consideration for others is encapsulated in the Academy Cornerstone "Be Kind".

The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Courtesy
- Honesty
- Respect
- Independence
- Confidence
- Leadership
- Humility

The Code of Conduct is a shared expression of expectations for pupils, staff and parents.

### **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. There is a need for a consistent approach across the school. This will give a consistent message to the children whilst promoting continuity across the year groups and providing new teachers with a framework to operate within.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to promote children's responsibility for their own behaviour and others by encouraging them to make a positive contribution back to our school community.

The school rewards good behaviour, in order to help develop an ethos of kindness and cooperation. The above values are visited throughout the school year through our PSHE curriculum (Jigsaw), our Early Years curriculum, assembly focuses, Quest weeks and modelled by the staff.

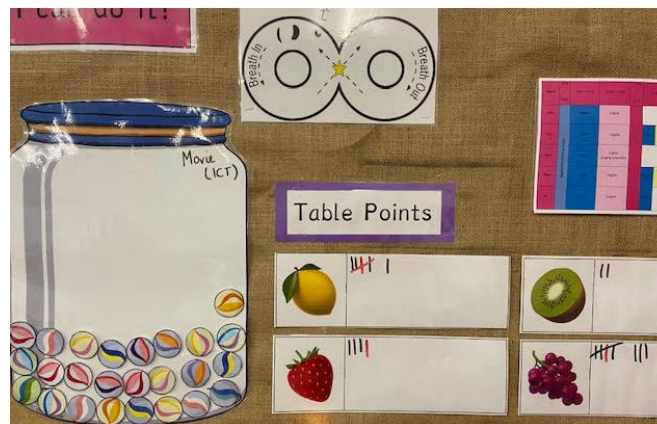
## Whole School Rewards

We praise and reward pupils for good behaviour in a variety of ways:

- Teachers verbally congratulate pupils
- House Points are awarded for good behaviour, for outstanding effort or acts of kindness around the school. These can be issued verbally and then recorded later, or added directly onto the Class Dojo site using the whiteboard or via an iPad during specialist teaching, playtimes and assemblies.
- Certificates linked to consistently positive or significantly improved behaviour may be presented during any of the Friday assemblies.
- House Points totals are revealed during these assemblies, in order to encourage excellent behaviour and effort.
- In Early Years, good choices are celebrated in class throughout the week and in the Friday's Star of the Week assembly.

## Class Teacher Rewards

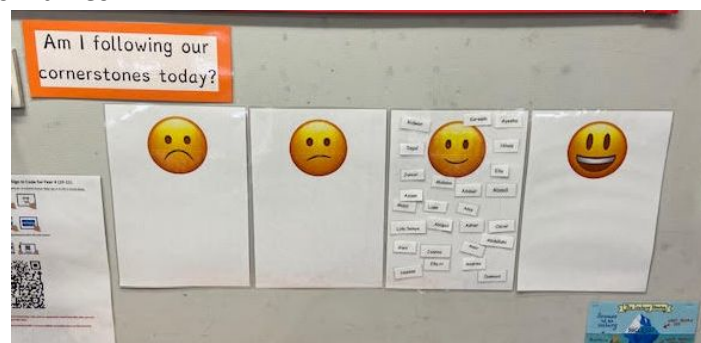
- Each class teacher may have their own personal rewards in addition to the whole school such as Golden Phone Call, Marble Jar, Table Points or a note home to celebrate academic or behavioural effort. However we don't want to confuse staff and children with having too many rewards schemes running in one class. Keep it simple.



## Sanctions

A primary driver of children's behaviour in class is teacher expectations. We have very high expectations of all pupils at all times and we expect pupils to try their best in all activities. A clear hierarchy of sanctions is used when behaviour fails to meet these expectations:

- Children who disrupt the class will be given **two warnings**. These can be visually recorded in class (on a class chart) with pupils' names.



- If after warnings, their disruptive behaviour persists they will be given **time out within class** (one minute for each year of a child's life). The behaviour concerns need to be recorded in a class **Behaviour Book**, as this may be required when speaking to parents about on-going behaviour concerns.

### **Not applicable during Post COVID arrangements 2020-2021**

- If disruptive behaviour still persists they will be given time out in another classroom. Children will be sent out for between 4 and 11 minutes depending on their age. I.e. a 4 year old will be sent out for 4 minutes, a 10 year old for 10 minutes. **It is an expectation that children sent out of class, will be given learning to complete.**
- If a child returns from an initial time out but is persistently disruptive, they will be sent out of class for up to 45 minutes. (Children in Years 2 – 6 will be **sent with learning to complete.**)
- Children sent out of class will need to be collected. It should not be left to the receiving teacher to decide when to send the child back to class. Children will be escorted to and from their class by either an adult or by a responsible child.
- If the child returns to class and the learning is not completed, then they will be expected to take the learning at home that evening to complete and then return it the following morning. (See Appendix 2)
- If a child then again ignores the behaviour code they will be issued with a [Red Form](#) and parents likely contacted. Due to COVID arrangements and the lack of staff capacity to move between Pods, persistently poor behaviour will result in children being internally excluded from their class, to SLT Office.
- If a child/children are involved in a serious behaviour incident e.g. a fight, then a RED FORM must be completed by the staff who saw the incident. This form must be given to a member of SLT who will meet with the children involved and contact parents where necessary.
- If a child receives THREE red forms in a half term, a meeting is scheduled with parents/carers to keep them fully informed and agree together, what the next steps should be.
- **Each session (am/pm) represents a fresh start for a pupil who has previously received sanctions for behaviour.** Class teachers keep a record of the children who have been sent out of class in a **class behaviour book**. SLT will be told about any child that has been sent out more than three times in a week by the completion of a red form (at the end of this policy). Class teachers will also record any serious incidents using a red form which will again be highlighted to the SLT.

### **Behaviour sanctions in Early Years**

- In Early years, 'Thinking time' of 1 minute for each year of a child's life (ie 4 minutes for a 4 year old) will be given to children who need to calm down or reflect on their behaviour. This will be given immediately if felt warranted. For minor incidents, children will be given 2 warnings before 'Thinking time' is given, whilst being reminded of the rules that ensure children are kept safe and happy. The child will be discreetly taken to an arranged chair to sit with a timer. Interactions with the child will not take place during this time. After the period of thinking time, a discussion is had with the child about how they would react in the future. Once time has finished the child will resume their activity.
- If a child/children are involved in a serious behaviour incident e.g. , then a RED FORM must be completed by the staff who saw the incident. This form must be taken to a member of SLT (EY Lead) who will meet with the children involved and contact parents where necessary. Details of this incident must be added to the Red Form Log (see link below).

### **Persistent Poor Behaviour**

Despite the consistent application of the strategies outlined in this policy, some children will nevertheless continue to make poor choices, impacting negatively on their own learning and on that of those around them. In these circumstances it is necessary to differentiate our approach to behaviour management for these children.

The positive Behaviour strategies outlined previously should still be consistently applied for the rest of the class.

On occasion, individual children will require an **Individual Behaviour Chart** and should be drawn up by the class teacher/LA with the pupil. The teacher/LA will closely track the child's behaviour using an [ABC tracker](#). The ABC tracker will help to identify triggers and if there are any patterns to the child's behaviour. The Deputy Head (CJ) and/or SENDCO (LG) will provide support and advice at this stage, and will involve parents in the process if necessary.

If behaviour doesn't improve, or escalates so much that the behaviour is **affecting the child's learning**, the class teacher and SENDCO will meet with parents to discuss the behaviours causing concern. Parents and school may agree to a referral to one of the agencies listed:

1. ELSA (Emotional Literacy Support Assistant)
2. EMHP (Education Mental Health Practitioner)
3. Intervention Primary Team TBAP (Tri-Borough Alternative Provision).
4. CAMHS (Children's and Adolescent Mental Health Service)

The parents will be informed at this meeting that a [Positive Behaviour Plan](#) will be written which will be monitored and updated termly. Pupils that have been identified as having SEND, may also have individualised behaviour strategies/tools identified in a [Positive Behaviour Plan](#) alongside their Record of Development (RoD).

**Positive Behaviour Plans** are written for any pupil whose behaviour represents an ongoing risk to themselves or others. These plans seek to predict the triggers and provide clear steps to prevent the targeted behaviours. It also identifies the steps that should be taken by staff when responding to the challenging behaviour for this specific child. Staff to speak to the Deputy Head (CJ) or SENDCO (LG) for advice on this.

### **The role of the class teacher, LSA's and other adults**

- All staff ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and around the school.
- All staff set a positive and purposeful atmosphere in the classroom, and model the academy's values to each other, to parents and children.
- All staff support children in understanding their feelings and in making decisions on how to behave when they are distressed.
- They are sensitive to individual children's needs and abilities and support them in relating to other children and adults in a positive way.
- All staff set an example by dealing with situations calmly, without losing their temper or shouting. They treat each pupil fairly and enforce the classroom rules consistently.
- If a pupil makes poor behaviour choices in class, the class teacher should deal with the incident. Support is of course available, however the emphasis should be on the class teacher finding solutions within the classroom context.

### **The role of parents**

- The school works collaboratively with parents and carers, so pupils receive consistent messages about how to behave.
- We expect parents/carers to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to reprimand a pupil, parents/carers should support the actions of the school.
- If parents/carers 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 the Deputy or Associate Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the Governors.

### **The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Associate head teacher in carrying out these guidelines. The Associate head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Associate headteacher about particular disciplinary issues. The Associate head teacher must take this into account when making decisions about matters of behaviour.
- It is the responsibility of the governing body to monitor the rate of exclusions and racist incidents, and to ensure that the school policy is administered fairly and consistently.

### **The role of the Senior Leadership Team**

- All staff take a major role in ensuring that the behaviour policy is adhered to by pupils and staff across the school. As well as ensuring that the policy is well-understood by all.
- Deputy Head undertakes regular monitoring of behaviour both inside and outside the school and responds to incidents as appropriate. The SLT review the red forms on a regular basis, taking action where necessary to speak to pupils and parents and to contact parents more formally by telephone or letter in the case of persistent or more serious behaviour.
- SLT are responsible for reading Red Forms, acting on them appropriately and recording the details of this behaviour onto the Google Document 'Red Form Log 2020-2021'. This system allows 'Red Form Incidents' to be stored efficiently and eases the monitoring of behaviour incidents.
- It is the responsibility of the Associate head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Associate head teacher to ensure the health, safety and welfare of all the pupils and staff in the school.
- The Red Forms outline a range of possible actions by the head teacher, including speaking to pupils and parents, setting-up more formal meetings and implementing fixed-term exclusions.

### **Exclusion**

The Associate head teacher 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 Associate head teacher may permanently exclude a child. The Associate head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. The LA and DfES are informed about any fixed term exclusion. Copies of letters sent out to parents are sent to the governors and LA.

- The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.
- Temporary or permanent exclusion is at the discretion of the Associate Head.
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.

It is the responsibility of all staff to make themselves aware of the systems operating in their school. These systems will be revisited regularly as a staff body. All staff new to the school will be given this document electronically to read and it is available on the school Shared Academy Staff Google drive for staff to view.

### **REPORTING AND RECORDING**

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher at the beginning and the end of the day and to the Associate Head within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- daily verbal reports
- comments in home learning / reading records
- Comments recorded in class behaviour books
- written reports
- e-mails
- parent/teacher evening

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

**See also:**        [Anti-bullying Policy](#), [Code of Conduct](#), [e-safety Policy](#), [Exclusion Policy](#),  
[SEND Policy](#), [Positive Handling Policy](#)

<b>This policy will be reviewed annually</b>		
Created: September 2015	By:	Miles Chester, Headmaster
Reviewed: September 2018	By:	Academy Staff
Reviewed: September 2019	By:	Miles Chester, Headmaster
Reviewed: September 2020	By:	Clare James, DHT
Next review: September 2021	By:	Clare James, DHT

## Appendix 2



Dear Parent/Carer,

At Thomas's Academy we have high behaviour expectations. As part of our school behaviour policy, if a child/pupil has not completed their activity after two warnings and timeout from their classroom then the activity will be sent home to be completed. Thank you for your support.

I did not complete my work at school today because:

Please complete this activity at home and return back to school the following day.

Parent/carer:

Date:

