

St Thomas More Catholic Primary School

Behaviour and discipline policy

1) Rationale

- 1.1. The Education Reform Act 1988 defines the purpose of the school curriculum as promoting “the spiritual, moral, cultural, mental and physical development of pupils and preparing them for the opportunities, responsibilities and experiences of adult life.”
- 1.2 At St Thomas More Catholic Primary School our aim is that everyone will behave in a manner this is appropriate to the Catholic Christian ethos of our school, based on the core Gospel values rooted in the Beatitudes.
- 1.3 The core values based on the Beatitudes may be summarised as found in Christ at the Centre (Appendix 1).
- 1.4 In the best schools children pro-actively take ownership of their own behaviour and that of others. At St Thomas More we strive to be the best.

2) General principles

- 2.1 It is crucial that a behaviour and discipline policy forms the framework of consistent practices and values that are upheld by all staff members and pupils at the school. All children and adults should be very clear about the rules, rewards and consequences so that ownership of positive behaviour is given to the children. Positive reinforcement is much more effective than the application of sanctions so staff members should always try to use positive behaviour management strategies wherever possible.
- 2.2 Through the consistent application of measures outlined in this policy the school will be proactive in promoting positive behaviour, self-discipline and respect.
- 2.3 The behaviour and discipline policy will aim to prevent bullying and, on occasions when it does occur, tackle it quickly and effectively.
- 2.4 Positive behaviour for learning is critical if children are to reach their full potential. Through the consistent application of this policy children will be encouraged to adopt positive behaviours for learning. These will include allowing their peers to access a disruption-free learning environment so that all may reach their true potential.
- 2.5 It is important that all children and staff members take ownership of behaviour throughout the school. Upward delegation of behaviour management should be avoided if possible as all staff members have the authority to apply consequences. Upward delegation may lead to a false perception that certain members of staff do not have the authority to challenge

behaviour; this in turn may lead to a lack of respect for these staff members from the children.

- 2.6 The school will always try to find out why a child is behaving inappropriately and treat the situation accordingly.
- 2.7 The general rule of thumb is that parents and carers should be kept well-informed of any behaviour management strategies that the school is using. However, see paragraph 2.8 below for possible exceptions to this rule.
- 2.8 Staff members should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding and child protection procedures. This may mean that behavioural concerns are not shared with parents or carers.
- 2.9 Staff members should consider whether continuing disruptive behaviour might be the result of un-met educational or other needs.

3) School rules

- 3.1 The school has two over-arching rules:
 - Listen carefully and follow instructions;
 - Show respect
- 3.2 It is important that adults in the school model the rules and that they show respect in their dealings with one another and also the way they interact with the children. Adults should say "please" and "thankyou" to the children as appropriate and should always endeavour to speak to them in a way that maintains the dignity of the individual. For further information see the staff code of conduct.

4) Expectations

- 4.1 **Adults.** Adults in the school will always:
 - Model appropriate behaviour in their care of one another, dress and appearance, speech and actions;
 - Have high expectations of work and behaviour;
 - Treat all children and adults with respect;
 - Praise children's efforts and achievements referencing the school rules;
 - Share children's achievements with parents;
 - Focus on children becoming the best that they can be;

- Primarily use an intrinsic reward system of encouraging statements before using external rewards.

4.2 Children.

4.2.1 Behaviours we expect in our children include (not an exhaustive list):

- Kindness;
- Respect;
- Honesty;
- Taking responsibility for their own actions and behaviour;
- Encouraging others;
- Working hard and taking a pride in their work;
- Always pushing themselves to be better;
- Taking a pride in their school.

4.2.2 We will not accept any behaviour that harms another child, adult or property. We will also not accept anything that harms the individual child or the reputation and wellbeing of the school. This may include, but not be limited to:

- Bullying;
- Lack of respect for another person, regardless of their role;
- Lack of respect for property or possessions;
- Anything less than the best in the work they produce;
- Racist behaviour;
- Sexist behaviour;
- Homophobic behaviour;
- Extremist behaviour;
- Violence in any form;
- Inappropriate communication in any media;
- Threatening or intimidating behaviour of any kind;
- Clothing that is not in accordance with the school uniform policy;

5) Rewards

5.1 Collective rewards.

5.1.1 The use of collective rewards can be very effective in promoting positive behaviour. Children are often more motivated if they feel that their individual behaviour is contributing to a class or house reward.

5.1.2 Each class has a jar and a set of 100 pieces of pasta. Children have the opportunity to fill the jar through positive behaviour and attitudes. When the class jar is full the whole class receives a reward of ten minutes' extra Golden Time (see paragraph 5.6)

5.1.3 Once a piece of pasta has been awarded it cannot be removed. If a sanction needs to be applied it should be applied separately.

5.2 Individual rewards

5.2.1 Individual rewards are used for recognising positive behaviour and attitudes to learning. Individual rewards at St Thomas More include:

- Focused praise (e.g. “I like what you did there because...”);
- House points (see paragraph 5.3);
- Positions of responsibility, e.g. Head Boy, Head Girl, house captains;
- Stickers;
- WOW certificates. Each class has a “star of the week” which is announced during the WOW assembly each Friday (see paragraph 5.4)

5.3 The house system

5.3.1 At St Thomas More Catholic Primary School we have four houses which are named after places of pilgrimage:

- Walsingham (green);
- Lourdes (blue);
- Fatima (red);
- Rome (yellow)

5.3.2 Children earn house points for positive behaviour, attitudes and work. House points should be awarded one at a time. Please avoid awarding multiple house points as this leads to inflation.

5.3.3 The house with the most house points is announced during the WOW assembly each Friday. This house receives the House Cup which is decorated using their colours.

5.3.4 At the end of each term the house with the most points is awarded an extra playtime.

5.4 The WOW assembly

5.4.1 The WOW assembly takes place each week, usually on a Friday. It is an opportunity to share successes in a high-profile, structured way.

5.4.2 The format of the WOW assembly may vary from week to week but it will always include:

- WOW awards (pupil of the week);
- Behaviour for learning awards;
- House points

It may also include, from time to time:

- Celebration of specific achievements, e.g. sports reports;
- Midday supervisor awards;

- Attendance and punctuality awards

5.4.3 Parents of children receiving WOW awards are invited to attend the WOW assembly.

5.5 Intrinsic and extrinsic rewards

5.5.1 Intrinsic rewards are non-material and stem from a child's own pride in their work, attitude or behaviour. Extrinsic rewards are external recognition of a child's behaviour and performance. At St Thomas More we believe that intrinsic rewards are very powerful and that we should aim for a culture where children strive for intrinsic satisfaction. We recognise however that extrinsic rewards are necessary and form a key pillar of an effective behaviour management system.

5.6 Golden Time

5.6.1 Golden Time happens for 30 minutes every Friday afternoon from Y1 to Y5. In Y6 it may happen fortnightly. How Golden Time looks will vary from class to class but it might include:

- Free choice time;
- Whole-class games in the playground;

5.6.2 Each child starts the week with an allocation of 30 minutes of Golden Time. If their behaviour is good throughout the week they will keep their full allocation. However, for incidents of poor behaviour minutes of Golden Time may be removed.

5.6.3 Children who are missing some or all of Golden Time will remain in class but not participate in Golden Time activities. Instead, they will complete a "Golden Time Reflection Log". (see appendix 2)

6) Consequences

6.1 Overview

6.1.1 It is important that children have ownership of their behaviour. It will be made clear to children that, should they break a school rule or behave inappropriately, they have made a choice to do so. In doing so, they have made a choice to receive a consequence.

6.1.2 Children should be made fully aware of why their behaviour is inappropriate and should be offered the opportunity to put right any damage caused by their poor choice. They should be given the opportunity to reflect on their behaviour and explore different choices that they could have made.

6.1.3 Children should be made aware that it is the behaviour that we are unhappy with, not the child. No child should perceive themselves as inherently "bad" or "naughty".

6.1.4 Children should be made aware of the way in which their poor choice affects other children, adults or the school community.

6.1.5 A consistent approach is crucial. The school has an agreed guidance document for the application of consequences which can be found in appendix 3).

6.2 EYFS and KS1

6.2.1 The adults in the class should set very clear expectations at the start of the year which should be periodically reinforced as appropriate.

6.2.2 All children start each session (morning and afternoon) with their name pegs on the sunshine

6.2.3 **Step 1 – verbal individual reminder.** The child's name is used and the child is reminded of the behavioural expectations.

6.2.4 **Step 2 – verbal warning.** The child's name is used and the child is reminded of the rule. The adult informs them that this is their verbal warning.

6.2.5 **Step 3 – reflection time in the familiar learning setting.**

- Child is taken to the sunshine and their peg is removed to the first sad cloud referencing the rule.
- Child sits on a chair with a sand timer marking 4/5 minutes (age of the child)
- Behaviour is recorded in the Behaviour Log (see appendix 4).
- Parents informed at the end of the day.

6.2.6 **Step 4 – reflection time with the Leader of Learning.**

- Child is taken to the leader of learning.
- Child sits on a chair with a sand timer marking 4/5 minutes (age of the child)
- At the end of reflection time the child returns to their class.
- Behaviour is recorded in the Behaviour Log
- Parents informed at the end of the day.

6.2.7 **Step 5 – senior leadership action.** A meeting is called between the child's parents/carers and a member of the senior leadership team. This will usually be the leader of learning.

6.2.8 **Step 6 – headteacher / deputy headteacher action.** If all other measures have been unsuccessful, a meeting is called between the child's parents/carers and the headteacher or deputy headteacher. At this meeting the parents/carers may be warned that the child may be in danger of fixed-term exclusion if the behaviour is sufficiently serious. A letter will be sent home to summarise the discussion.

6.2.9 **Step 7 – fixed-term exclusion.** Fixed-term exclusions should be proportionate to the severity of the behaviour. Local authority procedures will be followed. Upon returning from fixed-term exclusion the child and his/her parents/carers will attend a reintegration meeting with the headteacher before they attend class.

6.2.10 **Step 8 – permanent exclusion.** This should only be used as a last resort. Local authority procedures will be followed.

6.2.10 If poor behaviour is sufficiently severe it may be appropriate to miss out one or more steps. This will only be in exceptional circumstances and every effort should be made to ensure management of behaviour is as low-key as possible.

6.3 KS2

6.3.1 The adults in the class should set very clear expectations at the start of the year which should be periodically reinforced as appropriate.

6.3.2 A traffic light system is used as an early-warning visual system for steps 1 and 2 below.

6.3.3 **Step 1 – verbal individual reminder (green).** The child's name is used and the rule is referenced. The adult reminds them of the behavioural expectations

6.3.4 **Step 2 – verbal warning (amber).** The child's name is used and the rule is referenced. The adult informs the child that this is their verbal warning.

6.3.5 **Step 3 – reflection time at break time (red).** The child will spend a morning break or fifteen minutes of a lunch break reflecting on their behaviour and completing the "Thinking about my behaviour" reflection sheet (see appendix 5 – Restorative Justice). Parents will be informed and a copy of "Thinking about my behaviour" is sent home. Please note that children should be permitted a reasonable length of time to get a drink or use the toilet.

6.3.6 **Step 4 – referral to learning mentor or leader of learning.** The same process applies as in step 3 (6.3.5, above).

6.3.7 **Step 5 – report.** If the traffic light system is not effective the child will be placed "on report" (see appendix 6). Parents will be informed if a child has been placed on report and they will be required to sign the report card each day. The child takes their report card to their leader of learning at the end of each day. At the end of each week parents/carers are invited to meet with the deputy headteacher or headteacher to review the week. In the vast majority of cases the report system works but if the system is not working the parents will be informed that the child may be in danger of fixed-term exclusion if the behaviour is sufficiently serious

6.3.7 **Step 6 – fixed-term exclusion.** Fixed-term exclusions should be proportionate to the severity of the behaviour. Local authority procedures will be followed. Upon returning from fixed-term exclusion the child and his/her parents/carers will attend a reintegration meeting with the headteacher before they attend class.

6.3.8 **Step 7 – permanent exclusion.** This should only be used as a last resort. Local authority procedures will be followed.

6.3.9 If poor behaviour is sufficiently severe it may be appropriate to miss out one or more steps. This will only be in exceptional circumstances and every effort should be made to ensure management of behaviour is as low-key as possible.

7) Communication with parents/carers

- 7.1 Communication with parents and carers is crucial. In order for children to behave appropriately it is important that there is a consistency of approach between home and school. Consequences applied in school need to be reinforced at home and positive behaviour in school needs to be recognised at home.
- 7.2 Communication with parents may take a number of different forms including:
- A letter home;
 - An email;
 - A discussion at the classroom door;
 - A formal meeting;
 - A phone call.
- 7.3 If it is necessary to communicate with parents/carers following a moderate to severe incident the staff member should fill out form PD1 which can be found in Appendix 10.

8) Behaviour for Learning

- 8.1 At St. Thomas More Catholic Primary School we recognise that positive behaviour for learning is essential if children are to achieve their true potential.
- 8.2 Positive behaviour for learning may include:
- Presentation of work;
 - Preparedness for school (i.e. having the correct equipment);
 - Attendance and punctuality;
 - Appearance (i.e. wearing the correct school uniform and taking pride in appearance);
 - Engaging fully in class and group discussions;
 - Adopting a growth mind set – don't say, "I can't do it", say, "I can't do it YET";
 - Encouraging others to push themselves.
- 8.3 The school awards behaviour for learning certificates for children who have demonstrated positive behaviours for learning in:
- Effective speaking;
 - Effective listening;
 - Effective looking;
 - Effective listening;
 - Effective checking.

9) Behaviour off-site

- 9.1 When pupils are off-site they are ambassadors for the school and should take this role seriously. The school expects positive behaviour at all times and the two school rules apply off-site just as they do on-site.
- 9.2 The usual school systems of rewards and consequences apply when children are off-site although they may need to be adapted as appropriate.
- 9.3 Teachers have statutory powers to discipline pupils for misbehaving outside of the school premises, whether it is during usual school hours or not. All non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is brought to the school's attention will be addressed.
- 9.4 Pupils will be disciplined for any misbehaviour when the child is:
- Taking part in any school-organised or school-related activity;
 - Travelling to or from school;
 - Wearing school uniform;
 - Behaving in a way which could adversely affect the reputation of the school or pose a threat to another pupil, member of staff or member of the public;
 - Engaging in any bullying activity including cyber-bullying.

10) Behaviour at lunch and break times

- 10.1 It is important that expectations of behaviour during break times are the same as during lessons. Midday supervisors should be given the same degree of respect as teachers and learning assistants.
- 10.2 Where possible, any behavioural issues that arise during break times should be dealt with on the spot by the person witnessing the incident. Whilst communication with the class teacher is important, lunchtime incidents should not be brought into the classroom if this can be avoided as this will impact on the children's learning time.
- 10.3 As in other areas of the school the focus should always be on celebrating positive behaviour rather than applying consequences for negative behaviour.

10.4 Celebration of positive behaviour at lunchtime

- 10.4.1 Midday supervisors are expected to use the same reward systems as other members of staff. The main system of rewards is the allocation of house points. House points can be awarded by any member of the team for positive behaviour. They should be awarded one point at a time – please avoid awarding multiple house points as this leads to house point inflation.
- 10.4.2 Lunchtime certificates will be awarded as appropriate. These will be given out by the midday supervisors and may be shared with the rest of the school during the WOW assembly.

10.5 Process for dealing with behavioural incidents at lunchtime

10.5.1 Depending upon the severity of the incident, action should be taken by the adult to whom the incident has been reported. Action may include:

- Verbal reminder of appropriate behaviour;
- Referral to the peer mediators;
- “Time out” standing by a wall to reflect on behaviour. The length of time should be proportionate to the severity of the incident and should be for no longer than the child’s age (i.e. 6 minutes for a Y1 child, 11 minutes for a Y6 child).

10.5.2 More serious incidents will be passed to one of the senior midday supervisors for action. Incidents may also be referred to the senior midday supervisors if any action taken by the initial adult has proved to be ineffective. Action taken by the senior midday supervisor may include:

- Verbal reminder of inappropriate behaviour;
- Referral to the peer mediators;
- “Time out” in the playground as above;
- Reflection time indoors (see paragraph 6.3.5)

10.5.3 For serious incidents at lunchtime it may be appropriate to resort to the consequences outlined in sections 6.2 and 6.3. Discretion should be exercised at all times and consequences should be proportionate to the seriousness of the incident.

10.5.4 Any significant incident which is brought to the attention of one of the midday supervisors should be recorded in the Lunchtime Incident Log (see appendix 7). A copy should be taken and passed to the class teacher. Please note however that it should not be left to the class teacher to deal with the incident in class.

10.6 Peer mediation

10.6.1 In schools where behaviour is outstanding children take ownership of their own behaviour and that of others. At St Thomas More we encourage children to be proactive in solving friendship disputes themselves and in helping others work towards a resolution.

10.6.2 The school has plans to use peer mediators in order to empower children to become problem-solvers. Peer mediators are children in upper key stage 2 who can be approached by any of their peers to help solve minor friendship disputes. Peer mediators should not be used to reprimand or to deal with more serious disputes that should be dealt with by an adult.

10.6.3 Peer mediators will follow clear procedures to ensure everyone has a say and that a mutually agreeable solution is reached. Although they will work independently their work will be closely supervised by the learning mentors.

10.7 Procedure at the end of break time and lunch time

- 10.7.1 At the end of break time and lunch time the bell will be rung once. At this point, the children stop what they are doing and are silent. All staff members and children raise their hand in the air in the school's universal "stop" signal.
- 10.7.2 As soon as the children are calm and silent the bell is rung again and the children walk calmly to their lines where they line up silently. An adult will stand at the front of each line with their hand raised above their head. When the children are in line they will do the same.
- 10.7.3 As soon as the children are lined up properly all will put their hands down and the adults will lead the children into school without talking. Please note, it is important that the children are not kept waiting for too long at this point as this will lead to restlessness and disruption.
- 10.7.4 Again, discretion should be used by all. Staff members should praise children who are making good choices and quietly remind those who are not. The key aim of this procedure is to get the children back into school as quickly and sensibly as possible.

11) Behaviour management strategies at St Thomas More

- 11.1 It is important that behaviour management strategies are applied consistently so that the children do not have a perception that some staff members are more strict or lenient than others. If a school has consistent systems across all its classes children feel more secure as they know exactly what the expectations are. They do not need to spend the early part of each academic year learning a new teacher's systems so can focus on their learning.
- 11.2 Learning hand signals.** At St Thomas More Catholic Primary School we have a number of hand signals that are used across the year groups. The children should know what each hand signal is and what it represents. Learning hand signals can be found in appendix 8.
- 11.3 Hands-down culture.** Wherever possible, teaching should use a hands-down culture so that all children are required to engage in the learning. When inviting responses from questions children's names may be written on lolly-sticks and drawn from a jar.
- 11.4 Effective group work.** Children learn more quickly and effectively when they are given opportunities for high-quality group work. The school employs a number of different structures for ensuring group work is effective, including:
- Kagan co-operative learning structures;
 - The development of group goals with individual accountability
- 11.5 "Postie" awards.** Each half term children will be selected to receive a surprise letter in the post celebrating positive behaviour or work.

12) Additional points to note

- 12.1 **Risk assessments.** Risk assessments will be carried out where there is concerning behaviour and staff members feel that children or adults may be at risk of harm (Appendix 10).
- 12.2 **Positive handling.** The school has a positive handling policy. Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others or damaging property. It may also be used to maintain good order and discipline in the classroom. Key staff members have been trained to use the Team Teach programme.
- 12.3 **Confiscation of items.** Staff members are able to confiscate items of property that are not permitted in school. They are also able to confiscate permitted items if they are being used inappropriately. Usually these items will be returned to the pupil when an adult comes to collect them, although in rare cases items may be retained by the school or passed on to the relevant authorities as appropriate.
- 12.4 **Special educational needs.** Although in the vast majority of circumstances the behaviour policy should be applied consistently, there will be children with special educational needs for whom it may not be appropriate. These children will have been identified by their class teacher and SENDCo and may have Individual Education Plans (IEPs) or Education Health Care Plans (EHCPs). For these children, different strategies may be employed as appropriate.
- 12.5 **Racist incidents.** The school has a statutory duty to report racist incidents to the governing body and the local authority. Racist incidents will be recorded separately from other issues of poor behaviour. They will be placed on file and reported periodically, redacting children's names as appropriate. Racist incidents will also be recorded on CPOMS.
- 12.6 **Homophobic incidents.** As with racist incidents, the school has a statutory duty to report homophobic incidents to the governing body and the local authority. Homophobic incidents will be recorded separately from other issues of poor behaviour. They will be placed on file and reported periodically, redacting children's names as appropriate. Homophobic incidents will also be recorded on CPOMS.

Appendices

1. Christ at the Centre
2. Golden Time reflection log
3. Agreed sanction guidance
4. EYFS/KS1 behaviour log
5. The restorative justice approach
6. The report system
7. Lunchtime incident log
8. Learning hand signals
9. Risk assessments
10. Form PD1: Parent discussion form following an incident

Appendix 1

Christ at the Centre

The core values based on the Beatitudes (Gospel of St Matthew, Chapter 5 verses 3-10) may be summarised as follows:

Beatitude	Values
Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.	Faithfulness and integrity
Blessed are those who mourn, for they shall be comforted.	Dignity and compassion
Blessed are the meek, for they shall inherit the earth.	Humility and gentleness
Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.	Truth and justice
Blessed are the merciful, for they shall obtain mercy.	Forgiveness and mercy
Blessed are the pure in heart, for they will see God.	Purity and holiness
Blessed are the peacemakers, for they shall be called children of God.	Tolerance and peace
Blessed are those who are persecuted for righteousness' sake, for theirs is the Kingdom of Heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way.	Service and sacrifice

Appendix 2

Golden Time Reflection Log

(Key Stage 2)

Golden Time Reflection Log

Please use time you are missing from Golden Time to complete these questions.

Name:

Class:

What poor choices did you make this week?

How do you feel now?

What are you going to do differently next week?

Appendix 3

Agreed sanction guidance

This list is not exhaustive but should be used as a guide when applying sanctions so that adults in the school are consistent in their expectations. Please note the circumstances of individual children when applying sanctions (e.g. if a child's family are not able to provide uniform or if there has been a traumatic incident in a child's home life).

Behaviour	Sanction
Low level	
Talking inappropriately in class	Verbal warning
Disengagement in work or timewasting	2 minutes off Golden Time
Not having required equipment	Report to parents
Not demonstrating good manners	Verbal warning
Medium level	
Disrupting others in class	Reflection time at break time
Answering back or showing disrespect	Reflection time at break time
Not wearing the correct school uniform	5 minutes off Golden Time (depending on family circumstances)
Moving around the school inappropriately (e.g. noisily or boisterously)	5 minutes off Golden Time
Personal insults	Reflection time at break time
Entering school during break times	5 minutes off Golden Time
High level	
Fighting	Refer to deputy headteacher. On report
Bullying	Refer to headteacher. On report
Refusing to follow reasonable instructions	Refer to leader of learning. On report
Putting self or others in danger	Refer to headteacher. On report or, depending upon severity, exclusion
Swearing	Refer to deputy headteacher
Bringing the school into disrepute	Refer to headteacher
Racist comments	Refer to leader of learning. Inform headteacher

Appendix 4

EYFS/KS1 behaviour log

Behaviour log for use in EYFS and KS1

Date	Names of children involved	Incident	Action taken

Appendix 5

The restorative justice approach

The restorative justice approach

As a Catholic school we believe in a restorative justice approach. Children should be able to reflect on their behaviour and its impact upon those around them. They should then be given the opportunity to make amends and move forward in the spirit of redemption and forgiveness.

Restorative justice involves 4 key components:¹

- Respect – for everyone by listening to other opinions and learning to value them;
- Responsibility – taking responsibility for your own actions;
- Repair – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated;
- Re-integration – working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

¹ Source: restorativejustice4schools.co.uk
St Thomas More Catholic Primary School
Behaviour and discipline policy
November 2017

Thinking about my behaviour – a restorative justice approach

Name:

Date:

Use this time to reflect on your behaviour and respond to these questions.

What poor choice did you make?

Who was affected by your behaviour and how?

What are you going to do to make things right?

How are you going to do things differently in future?

Appendix 6

The report system

Rationale for the report system

Children often misbehave in order to receive attention from adults. Often it doesn't matter whether the attention is positive or negative.

The aim of the report system is to provide children with a structured mechanism for receiving positive attention.

Clear targets are set and these are communicated to the child and his or her parent/carer in an unambiguous way so that the child is encouraged to take ownership of their own behaviour.

Process

At the start of the report procedure the deputy headteacher will meet with the child and his/her parent/carer to explain the process.

A maximum of two specific targets are set.

At the end of each session the adult in charge will decide whether the child has met these targets or not. They will provide a smiley face for "yes" and a sad face for "no". There will be no neutral face – if the child has not fully met their targets then the face should be sad.

The child will then take their report card to the deputy headteacher. If the deputy headteacher is absent they will take their card to the leader of learning for their phase group.

If the child has received a smiley face they will be praised. If the child has received a sad face they will miss the next break time and complete a "thinking about my behaviour" sheet. Disappointment will be expressed but no additional sanction will be applied.

At the end of each day the child will take their report card home and it will be signed by their parent/carer.

The report process lasts for a minimum of three weeks. During week 1 the child will report at the end of each session (25 times); during week 2 they will report 3 times a day (15 times) and during week 3 they will report once a day (5 times).

In order to progress to the next week they will need to receive:

- 20 smiley faces (week 1);
- 12 smiley faces (week 2);
- 4 smiley faces (week 3)

If they fail to reach their target they will repeat the week.

Report card – week 1

Name:	
Target 1:	
Target 2:	

	Session 1	Breaktime	Session 2	Lunchtime	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

*You are expected to receive at least 20 smiley faces in order to proceed to week 2

Report card – week 2

Name:	
Target 1:	
Target 2:	

	Morning	Lunchtime	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*You are expected to receive at least 12 smiley faces in order to proceed to week 3

Report card – week 3

Name:	
Target 1:	
Target 2:	

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

*You are expected to receive at least 4 smiley faces in order to come off report.

Appendix 7

Lunchtime incident log

Lunchtime incident log

Date	Names of children involved	Incident	Action taken

Appendix 8

Learning hand signals

Signal	Meaning
Hand raised above head	Stop and be silent
Both hands turn towards one another	Turn to your partner and discuss
Hand to ear	Listen

Appendix 9

Risk assessments

St Thomas More Catholic Primary School

Form BR1: Behaviour Risk Assessment

Identification of risk Why has the school decided to put this risk assessment in place (explain fully)?	
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Likelihood of harm	Who might be harmed?	How?	Why?

Control measures What will be put in place to minimise the risk?	In the classroom: Outside the classroom:
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Review How and when will the controls be reviewed?	
Review outcome What has been the impact of control measures?	

Risk assessment completed by: _____

Signed: _____

Date: _____

St Thomas More Catholic Primary School

Form PHP1: Positive handling plan (PHP)

Child's name:	Year group and class:
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<p>Trigger behaviours</p> <p>Describe common behaviours and situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?</p>	
<p>Topography of the behaviour</p> <p>Describe what the behaviour looks and sounds like</p>	

<p>Preferred supportive and intervention strategies</p> <p>Other ways of CALMing such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used.</p>	Verbal advice and support	
	Reassurance	
	CALM talking and stance	
	Negotiation	
	Choices and limits	
	Humour	
	Consequences	
	Planned ignoring	
	Distraction	
	Take up time	
	Time out (requires written plan)	
	Withdrawal (requires observation)	
	Cool off: directed	
	Contingent touch	
Transfer adult (help protocol)		
Success reminder		

<p>Other factors to consider</p>	<ul style="list-style-type: none"> • Key behaviour difficulties • Our understanding of the behaviour • What we want to see instead • Environmental changes that might help • How will progress be monitored? • How the individual can help • How parents and carers can help • How will progress be rewarded?
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Praise points	
Areas that can be developed and built upon. Please identify at least three “bridge-builders”.	
Medical conditions	
Please outline any medical conditions that should be taken into account before intervening physically (e.g. asthma, brittle bones)	
Preferred handling strategies	
Please describe the preferred holds (e.g. standing, sitting)	
How many staff members are required?	
What “get outs” can be used when holding etc.	
De-briefing process following incident	
What care is to be provided?	
Recording and notifications required	

Signatures	
Member of staff drawing up the plan	Parents/carers

Date: _____

Review date: _____

Appendix 10

Parent discussion form following an incident

Record of parent/carer discussion following a behaviour incident

Child's name	
Year group	
Date of birth	
Completed by	
Meeting / telephone conversation held with	
Date and time	

Incident time and location

Time	Location
Before school	Playground
Lesson time	Classroom
Morning break	Dining room
Lunchtime	Corridor
After school	Toilets
Assembly	Hall
Other	Library
All day	Field
	Other (please specify)

What did the incident involve? Please provide as much detail as appropriate.	
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What action was taken?

Please refer to the school's behaviour and discipline policy

Who was informed?

What consequence has been applied?

What is the outcome?

This form is only to be used for moderate or severe behaviour incidents. A copy should be kept in your class behaviour file and a copy sent to the headteacher for central storage.