

# St Thomas of Canterbury Church of England Infant School

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## Behaviour Policy

Every child is unique and precious in the sight of God; therefore, each individual in this school will work and play secure in the knowledge that they will not be subjected to spiteful or threatening behaviour. Mutual respect is taught explicitly through our religious education policy, circle time activities and scheme of work, and implicitly during our worship together. The adults in school set an example of care and respect in their treatment of all the children in school, as well as in their relationships with parents and each other.

**Promoting good behaviour** is the responsibility of every member of staff, including ancillary staff and mid-day assistants. Every member of staff is involved in supporting children with behavioural problems regardless of which year group or class they are in. Each individual child's problem is a whole school responsibility and continuity of approach is vital.

Children are encouraged to be polite, good mannered and considerate to each other at all times. They must learn to share the attention of adults and friends, take turns with equipment and listen to each other. Staff must be ready to acknowledge thoughtful behaviour so that all children will recognise how important this is.

Learning to take responsibility for their own actions is often very difficult for young children but this must be promoted from their very first days in school. It is an integral part of their independence training for learning as well as personal and social development.

Positive reinforcement encourages children to respond appropriately. Children should feel that we are committed to them and to their success. Every reprimand should be constructive and end on a positive note. It is crucial that children do not suffer public humiliation and loss of self-esteem.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

Children with severe behavioural problems will be supported by the S.E.N. Team who will work with the class teacher and the parents to modify behaviour. Parents are expected to co-operate with staff with behaviour modification programmes. Severe behavioural problems may need the support of other agencies e.g. The Child and Family Support Service, the Educational Psychologist etc.

When tantrums occur, the Headteacher must be informed. If this happens when the child is entering school, the parent must bring the child to the main office where the Headteacher will attempt to calm the child. If a tantrum erupts after school has commenced, the Headteacher will remove the child from the classroom to the main office until the child calms down. In extreme circumstances, the parents will be summoned and the child will be taken home. The staff and parents will work together to identify the cause of such behaviour. If the child has a deep-rooted

problem e.g. family break-up or bereavement, more expert advice may be sought from other child support agencies.

**In the classroom** children will work to the highest standards in a purposeful, secure and positive atmosphere in which the class teacher is in control. The children will have been involved in setting the rules in their classroom and will feel responsible for keeping them.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The teacher will get to know every child in his/her care in depth and the range of learning styles within the class. The teacher will always be ready to manage potentially disruptive behaviour. A good relationship with the class will mean that a reprimand, or sometimes just a look, is all that is necessary. Persistent problems will need to be discussed with the Headteacher, who may feel it appropriate to inform the parents.

Sparing use should be made of punishments. Loss of privilege or removing a child to work on his/her own is usually effective. It is important the child knows what they have done wrong and understands why they are being punished. Teachers must be ready to analyse their management of problems to see if their control techniques are at fault. Sharing ideas and expertise with colleagues can often result in a new strategy.

### **Strategies for improving behaviour**

- 1) Speak to the child concerned to find the cause or problem
- 2) Tactically ignore poor behaviour
- 3) Remove privileges as appropriate
- 4) Separate the child from the friends or group where they are misbehaving
- 5) Separate the child from the class (negotiated with other colleagues). This should only be used when other methods have been tried and tested.
- 6) Circle time
- 7) Refer to a senior member of staff or the headteacher
- 8) Inform parents

**In school** children will not run about their classroom and will walk in the corridors. Children will be aware that this rule exists for their safety and well being.

**At playtimes** children must be free to run about and play. They will be encouraged through our RE and worship times to be gentle and caring with each other and not to call each other names; to treat others as they would like to be treated themselves. Rough games, particularly gangs, will not be tolerated. Aggressive behaviour will be dealt with by the teacher on duty, with the classroom teacher being informed. Similarly, unkind and spiteful behaviour such as name calling or excluding a child from a game will also be dealt with by the teacher on duty, with information being passed on to the classroom teacher. Mid-day assistants will also inform the class teachers of playground problems. The Headteacher will need to know about persistent and serious problems e.g. biting or other forms of aggression. The child or children involved will lose their playtimes, and the Headteacher will share concerns with their parents. The Headteacher will expect parental support.

**The Headteacher** has a responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the incident book.

**Parents** and the school work collaboratively so that children receive consistent messages about how to behave at home and at school.

Parents will want to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. Parents will always be informed if there are concerns about their child's welfare or behaviour.

If the school has to use loss of privileges or other sanctions as a punishment, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they can write to the chairman of the Governing Body. (Parents with a grievance should be made aware of the Complaints procedure Policy)

Parents are expected to treat all staff with respect. Threatening or abusive behaviour toward any member of the staff is not acceptable. In these circumstances the parents concerned may be excluded from the premises by the Chairman of Governors on behalf of the Governing Body.

**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 Headteacher in carrying out these guidelines and has delegated to the headteacher the day-to-day implementation of the schools behaviour and discipline policy.

#### **Fixed term and permanent exclusions**

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. In the rare case of very serious and persistent misbehaviour guidance will be taken from the DCFS and LA.

#### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher keeps a Minor Classroom Incidents book while the Headteacher records more serious behaviour where a child has been sent to her in the office Incident Book. Midday Assistants give written details of any incident in the incidents book that we keep in the classroom.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

#### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

September 2015