

Date agreed: November 2013 (TW)

Date for review: November 2015

Signed by Governor:



Thorncombe St Mary's Behaviour for Learning Policy

1.1 Aims and expectations

Thorncombe, St. Mary's C of E Primary School (TSM) aims to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school's 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.

Good behaviour is knowing how to act appropriately in all situations. 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. The school ethos is based on these aims.

The school has two Golden Rules these are:

'Treat others how you would like to be treated'
and
'Time is Precious – Use it Wisely'.

We aim to:

- ✓ enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.
- ✓ allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company.
- ✓ to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.
- ✓ to become active and thoughtful members of the community in which they live.

1.2 Every child must have the opportunity to experience success and for individuals who need behaviour support, small steps must be planned and celebrated for the sanity of both child and teacher!

1.3 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The policy should be read in conjunction with Department for Education guidance on 'Ensuring good behaviour in schools', 'Use of Reasonable Force', 'Screening, searching and confiscation' and 'Behaviour and Discipline in schools'.

1.4 The school expects every member of the school community to behave in a considerate way towards others.

1.5 We treat all children fairly and apply this behaviour policy in a consistent way.

1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

- 1.6.1** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.6.2** Children will be nominated a 'responsibility' in class or school and these will be rotated so each child can experience the privilege. Special jobs or privileges may be negotiated on an individual basis.
- 1.7** A class charter will be agreed with the children and re-visited each year. Charters will be displayed in classrooms and will directly link to individuals earning golden time.

2 Rewards/Incentives (See Appendices)

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

- Teachers and support staff's verbal and non-verbal praise.
- Teachers and support staff can award team points.
- Display of work throughout school or in public places.
- Achievements are celebrated in Friday's assembly by awarding around 2 certificates per class. All staff attend this assembly. Parents are invited to attend.
- A 'marble treat system' is operated in school. Where the whole class achieve well together a marble is awarded. When 25 marbles are collected the class receive a 'treat' of their choice; eg class party.
- Teachers also use a variety of incentives within the class through competitions and good work. These can be minor (stickers) or something that recognises work over time e.g. Bronze, Silver and Gold certificates for team points.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding children's achievement out of school, for example, music or swimming certificates.

2.3 The school employs a number of sanctions (See Appendices) to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will outline the behaviour that is wrong & give a verbal warning to him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class in a 'time out' area until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session, or will remove the class from the individual depending on the incident.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the incident is discussed with the child – appropriate action will be taken e.g. removal of privileges, loss of Golden Time etc. Parents will be informed of any instances of bullying recorded by the school. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4** Each class teacher discusses the class rules linked to rights and responsibilities to ensure that opportunities for learning and fun are at the heart of the classroom. A Class Charter is formed, this contains clear guidelines on what is acceptable behaviour – this code forms positive reminders of what the rules are to ensure that everyone’s right to learning is upheld. The Charter is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time/PSHCE sessions.
- 2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Parents will be made aware of any instances of bullying involving their child. (See Anti-bullying Policy)
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Non-Statutory Guidelines July 2013 ‘*The Use of Force to Control or Restrain Pupils*’. Our school has adopted the guidance which states that, “*Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.*”

Staff only intervene physically to restrain a child/children

- to prevent injury to a child(e.g. if child is found fighting a member of staff may physically separate two children)
- If a child is in danger of hurting him/herself
- causing harm to property/belongings of others.
- to maintain good order/discipline in the classroom (e.g. a child may be taken by the arm/hand and led from the room)

The actions that we take are in line with government guidelines on the restraint of children. This is always the last option.

- 2.6i** Children with Special educational needs (SEN), including behavioural problems will be dealt with in line with their needs e.g. an autistic child may not, for example, like to have their hand touched. Individual children may have a ‘physical intervention’ plan which is discussed with parents and carers. Parents advice will be sought and used to best support their child to also ensure that all children have their right to learn.
- 2.6ii** Parents will be informed if physical intervention has had to be used. The Non Statutory Guidance states, “Schools do not require parental consent to use force on a student.” (See point 2.6)

3 The role of the class teacher (*Additional day to day Guidance is also in the staff handbook*)

- 3.1** It is the responsibility of class teachers to ensure that the school’s Golden Rules and the Class Charter are enforced in their classes, around school and when on school visits. That their classes behave in a responsible manner during lesson time. That children who do this are recognised and rewarded.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. They plan lessons that are enjoyable, fun and stretch children. Also sessions which boost the child’s self esteem about themselves as learners.
- 3.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in a class 'Log Book'. The book should be kept in a safe place. All adults employed by the school should record incidents in this book. (The Lunchtime Supervisors have their own log book where things may also be recorded) In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other colleagues and/or the headteacher.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1** It is the 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.
- 4.2** 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. Together with the class teacher and parents, a Behaviour Management Plan may be used to monitor and improve behaviour.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour in an Incident Log.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. (See the LA current guidance) 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.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school's 'Golden Rules' in the school prospectus, in the home school partnership agreement, and we expect parents to read them and support these.
- 5.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to 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 discuss the matter with the Headteacher. A Parent Liaison Governor is also available for parents to discuss issues with. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors (Also see 5.4)

- 6.1 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 adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance from 2003 and the Guidance given from the LA. The School will follow the National Guidance if an exclusion is to be considered for a pupil: Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion.* This can be found on the DFES website. February 2013
- 7.2 Only the Headteacher/Co-Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who

deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- 8.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5** If the offence is repeated the child will be permanently excluded.
- 8.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Screening, searching and confiscation

- 9.1 Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening when necessary. Any member of school staff can screen pupils. The school follows the DofE guidance on screening, searching and confiscation.
- 9.2 If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- 9.3 School staff can search pupils with their consent for any items that are banned from the school and without consent for items such as:
- i. Knives, weapons, alcohol, drugs and stolen items.
 - ii. Tobacco, cigarette papers, fireworks and pornographic images.
 - iii. Any item that may be used to commit an offence, damage to property or cause injury.
 - iv. Items banned under schools rules (electronic games, phones, valued toys, swapping cards, food items etc).
- 9.4 The school follows the DofE procedures on how to search, conduct during a search, any physical contact and actions taken with respect to any confiscations.

10 Discipline beyond the school gate

- 10.1 Disciplining beyond the school gate occurs anywhere off the school premises in response to all non-criminal bad behaviour and bullying which is witnessed by a member of staff or reported to the school. Any such action may be in response to (but not limited to) poor behaviour when a child is:
- i. Taking part in any school-organised or school related activity.
 - ii. Travelling to/from school.
 - iii. Wearing school uniform.
 - iv. In some way identifiable as a pupil at the school.
 - v. Has repercussions for the good running of the school.
 - vi. Poses a threat to another pupil or member of the public.
 - vii. Adversely affects the reputation of the school.
- 10.2 The Headteacher and governing body will discuss and agree a course of action for all instances of disciplining beyond the school gate.

11 Monitoring and review

- 11.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the Headteachers office.
- 11.3** The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4** 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 11.5** 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.

RRS - Rights Respecting Schools Link:

Article 31

All children have a right to relax and play, and to join in a wide range of activities

Sanctions

The following sanctions were discussed with the whole school in an Assembly and in Team Meeting, in Autumn 2013. It was agreed that the withdrawal of rewards was the main form of sanction.

Children are always reminded of the Golden Rules and the Class Charters and given opportunities to change their behaviour.

The following is a list of sanctions/actions that may be taken - this is not exhaustive!

- Loss of a specified amount of Break or Lunchtime proportional to the time wasted/lost
- Moved from their current seat to somewhere else in the classroom.
- If a child is disruptive in class, the teacher will outline the behaviour that is wrong & give a verbal warning to him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class in a 'time out' area until s/he calms down, and is able to work sensibly again with others.
- Withdraw responsibilities e.g. assembly monitor etc.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session, or will remove the class from the individual depending on the incident. The child will then need to repay the time lost by the class, parents will be informed.
- Parents telephoned
- Letter written to parents
- Formal meeting with parents
- Removal of Privileges
 - Set amount of break time/lunchtime
 - All of break/lunch time
 - The invitation to attend extra-curricular activities and clubs will be withdrawn
 - The invitation to attend PFA events e.g. School Disco
- Internal exclusion
 - The ability to go out to play with peers at break and lunch time
 - The ability to work alongside their peers in the classroom
- Exclusion
 - Lunchtime exclusion
 - Fixed term exclusion

Children will be given the opportunity to reflect on their actions through using the 'thinking sheet' that is in each classroom. They will also be asked about how they can 'put things right' by apologizing/writing a letter of apology, making amends through helping others carry out other duties e.g. clearing up in the dining room, tidying up outside areas/art areas etc.



AIM: To inspire ALL pupils to achieve their full potential in everything they do

REWARD LEVEL	Given for:	Given by:	Type of Reward Available	How are the Rewards Given	Comments
1	Good work, politeness, helpfulness, participation, homework, effort, improvement in an area, positive attitude	All staff	Stickers, stamps, Team points	By all staff and place on the student's work / team point on the class wall	3 TEAMS so that pupils are working for each other as well as themselves
2	Consistent application of the above - e.g. many 'Team points'/ reading records etc & Exceptional one-off piece of work. This will include recommendation for 'Worker of the Week' - in Achievement Assembly. Regular Reading	All staff	Small prize (school pencil / school sticker etc) e.g. if a pupil achieves 15 team points within a week! Sticker & entry into the ' Worker of the Week ' - special book & sitting on the ' <i>special bench</i> ' - all week Bronze (50), Silver (100) and Gold (200) Team Point Certificates.	By all staff and fed through class teachers 3 school team names Results of weekly total announced during Achievement Assembly	Staff to allocate pupils to teams Increase opportunities for teams to work together during the year for academic, non-academic and sporting reasons.
3	Exceptional pieces of work or lengthy project / homework. Consistent hard work / attitude within class to academic studies.	All staff / Head teacher	Head teachers' Commendation / Sticker / post card sent home with explanation	Head teacher gives the reward after discussion with other staff	A difficult award to achieve - lots of consistent effort required
4	Exception change of attitude / behaviour / linked to social skills etc.	All staff	Postcard home to parent / carer - informing parent of change of attitude / excellent behaviour etc. Telephone call from Teacher/Headteacher	By Class Teacher / Support Staff in discussion. Inform Senior Staff to log	Postcards sent to parents to celebrate achievement with their child.
5	Positive contribution to school life, including exceptional reports (dramatically improved reports or behaviour / effort). Excellent & consistent behaviour	Head teacher / Governors	Annual awards in the Leaver's Service. Termly awards for children as appropriate.	Whole staff discussion - letter written to parents informing them of decision and reasons	Parents invited to school / Church to celebrate this high accolade

- In addition to these rewards the school has many other systems including awards distributed at the end of Year Leavers service for 'Citizenship', 'Sport' & 'Academic' achievements.
- An attendance reward is in place and certificates are given to pupils during our 'Leavers Service' at the end of the Summer Term
- Eco Awards/Monitors/Ambassadors/School Council
- Class Charters and Rights Respecting School Focus
- Two Golden Rules - 'Treat Others as You would like to be Treated' and 'Time is Precious - Use it Wisely'
- Golden Time
- Marble Rewards



Thorncombe St. Mary Church of England Primary School - Sanctions & Consequences

At St. Mary's we promote the use of positive behaviour management. Children are reminded of the Golden Rules and those agreed in the class charter. Children are rewarded for positive attitudes to learning and other pupils. Rule reminders and positive reinforcement are always used first.

Level of Consequences (In stages)	Given For: (Examples, not a definitive list)	Consequences / Sanctions Available:	Given By:	Comments:	Parent / Carer Informed?
1	- Low level behaviour e.g. interrupting learning, not trying, not following instructions, impoliteness, being off task, lack of respect for equipment	- Speak to the pupil, correcting them. This can be after the lesson (during their playtime / lunchtime). Timeout during playtime within a safe place. Loss of a small part of 'Golden Time'.	Any school adult (LTS / TA / CT)	- Golden Time can be redeemed if the pupil corrects their behaviour appropriately	NO
2	- Persistent level 1 behaviour; lack of respect or rudeness; deliberate underachievement, impacting on the learning of others, damaging equipment	- Removal of pupil from the room during lesson for timeout. Lunchtime / Playtime - longer timeout. Greater loss of 'Golden Time' / privilege. Temporary exclusion to HT office / out of classroom	Any school adult	- These behaviours would be noted down by a class teacher to record any patterns in behaviour. HT will be informed. An example of a privilege might include not representing the school (exclusions from a sports fixtures / club / trip)	Possibly - dependent on situation
3	- Persistent level 2 behaviour; vandalism (on purpose); theft; bullying; inappropriate &/or aggressive use of language towards others, maximum refusal	- Parent / carer would be informed of the situation & invited in to discuss their child's behaviour. Parents asked to support a child either in school or at home during lunch/home time. Sent home for part of the day/ lunchtime	CT & HT	- Each incident will be assessed individually relating to the child and their needs (including SEND). A pastoral / nurture support plan will be considered for the pupil by CT / SENCO / TA. HT informed. Outside agencies including Behaviour support may be contacted.	YES
4	- Persistent level 3 behaviour; threatening or constant (& deliberate) physical aggression; deliberate racial or verbal abuse; placing others at risk	- Possible temporary exclusion from school. Written warning / contract in place with parent / carer & pupil (if age appropriate). HT and CT will work closely with parent / carer	SLT	- Temporary exclusion will be dependent on the pupil's track record. This could be discussed with outside agencies & LA (if appropriate). HT / DHT involvement. Racial incidents will be reported to Governors / LA.	YES
5	- Failure to respond to written warning / contract; deliberate aggressive physical violence to others	- Temporary exclusion, possible permanent exclusion (individual case) <i>recommendation to Governors' Discipline Committee</i>	SLT & Governors	- This will be discussed with governors. Outside agencies will be informed (LA exclusions). Each case will be dependent on age & needs of the pupil	YES

School Golden Charter: 'Treat others how YOU would like to be treated' And "Time is Precious - use it wisely"

UNICEF - Rights Respecting Schools Award - Article 29: 'Education should prepare children to live responsibly.....in a free society'.



HOME & SCHOOL PARTNERSHIP AGREEMENT - THORNCOMBE, ST MARY'S

St. Mary's recognises that the successful development of all its pupils depends on an effective partnership between the school, students and parents.

All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

The School (All Staff and Governors) will:	As parent/carers I/We will:	As a student I will:
<ul style="list-style-type: none"> ✓ Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility ✓ Provide a learning environment that is stimulating, safe and caring ✓ Treat everyone with respect; listening to their views and concerns ✓ Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential ✓ Report regularly on each pupil's progress ✓ Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns ✓ Record and reward good progress, positive attitude to learning and performance ✓ Provide a stimulating and exciting curriculum ✓ Offer opportunities for Outdoor Learning across the Curriculum ✓ Set home-learning activities that are relevant and challenging ✓ Offer a range of extra-curricular activities to develop your child's skills 	<ul style="list-style-type: none"> ✓ Make sure my/our child attends school regularly and punctually in correct uniform, arrives on time and is properly equipped for the school day ✓ Ensure I/we am/are punctual when dropping off my/our child and when picking my/our child at the end of the day or after extra-curricular activities. ✓ Encourage my/our child to work hard and support my child in home-learning ✓ Support the school when dealing with behavioural issues, ensuring children are clear that there are consequences (Please see school Behaviour for Learning Policy) ✓ Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly ✓ Attend parent consultation sessions and discussions about my/our child's progress ✓ Support TSMs policies and guidelines as outlined in the Prospectus and available on the school website. ✓ Make sure that my/our child's attendance at school is good and that time is not taken out of school, unless it is essential ✓ Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on. ✓ Encourage my/our child to participate in the extra-curricular opportunities offered by the school 	<ul style="list-style-type: none"> ✓ Treat others as <i>I</i> would wish to be treated ✓ Work hard in class and at home, so that <i>I</i> can achieve my full potential ✓ Complete home learning tasks on time and to a high standard ✓ Be an ambassador for TSM and act in a way that makes my school and parents proud of me ✓ Focus on ensuring <i>I</i> am doing the right thing, focusing on my own learning and behaviour - leading by example! ✓ Be responsible and accept responsibility for the things <i>I</i> do and the way <i>I</i> behave ✓ Accept graciously that there are consequences if my behaviour isn't acceptable/impacts on others learning, play or fun ✓ Keep the Golden rules and those in the Class Charter - be polite to everyone ✓ Care for the environment - in and out of school ✓ To behave in a safe, responsible way and act in a friendly manner to everyone ✓ Attend St Mary's in the correct uniform, be on time to all lessons and be properly equipped ✓ Tell a member of staff if I am worried or unhappy.
Headteacher Signature: Classteacher Signature	Parent Signature:	Pupil Signature:

Our Two Golden Rules: *'Treat others as you would wish to be treated'* and *'Time is precious - use it wisely!'*
We are a 'Rights Respecting School'



Thorncombe St. Mary's Church of England School - Sanctions & Consequences - Pupil Version

Children are reminded of Class Charter, School Rules and Positive Reward System first!

Level of Sanction	Given For:	Consequences / Sanctions Available:	Given By:	Tell Parent / Carer
1	Interrupting learning Not trying Not following instructions Not Polite Off task Lack of respect for equipment	Speak to the pupil, correcting them. This can be after the lesson (during their playtime / lunchtime). Timeout during playtime within a safe place. Loss of a small part of 'Golden Time'	Any school adult	NO
2	Lots of <i>level 1</i> behaviour; Lack of respect or rudeness, Just not trying, Damaging equipment	Sent out of room during lesson for timeout. Lunchtime / Playtime - longer timeout. Loss of most of 'Golden Time' / privilege. Sent to Head's office / out of classroom	Any school adult	Poss-ibly
3	Lots of <i>level 2</i> behaviour; Damaging things (on purpose), Theft (taking things), Bullying, Physically hurting someone Aggressive use of language towards others, Saying 'NO'	Parent / carer would be called & meet with teacher or Headteacher. Informal exclusion during the school day e.g. sent home / lunchtime at home	CT & SLT	YES
4	Lots of <i>level 3</i> behaviour; Threatening or constantly hurting someone (on purpose), Shouting or attacking someone on purpose, Placing others at risk	Possible exclusion from school - sent home. Written warning / contract in place with parent / carer & pupil. Deputy Head or Head will be informed & will discuss with parent / carer	HT or Teacher in Charge	YES
5	Ignoring written warning / contract; Being VERY nasty about someone's colour or family Hurting someone badly on purpose	Temporary exclusion, possible permanent exclusion (individual case) - sent home. <i>Governors' to decide whether they can come back to school</i>	HT & Governors	YES

School Golden Charter: 'Treat others how YOU would like to be treated' And "Time is Precious - use it wisely"

Thorncombe St. Mary's Church of England School - ACHIEVEMENT & REWARDS - Pupil Version

AIM: To inspire ALL pupils to achieve their full potential in everything they do

Level of Rewardn	Given For:	Rewards	Given By:	Tell Parent / Carer
1	Good work good participation politeness working hard positive attitude helpfulness, homework Good effort, improvement in an area,	Verbal and non-verbal confirmation - "well done", Excellent Job, thumbs up, smile Stickers Stamps Team points	Any school adult	NO
2	<i>Consistent</i> application of the above - e.g. many 'Team points'/ reading records etc & Exceptional one-off piece of work. This will include recommendation for 'Worker of the Week' - in Celebration Assembly. Regular Reading	Sticker 'Worker of the Week'/Star Of Week Certificate -sitting on the ' <i>special bench</i> '- all week, photograph of achievement Bronze (50), Silver (100) and Gold (200) Team Point Certificates. Small prize (school pencil / school sticker etc) e.g. if a pupil achieves 15 team points within a week!	Class teacher any school adult to support	Web-site for Star of week
3	Small prize (school pencil / school sticker etc) e.g. if a pupil achieves 15 team points within a week! Sticker & entry into the 'Worker of the Week' - special display & sitting on the ' <i>special bench</i> '- all week Bronze (50), Silver (100) and Gold (200) Team Point Certificates.	Head teachers' Commendation Headteacher Sticker Post card sent home with explanation Work to be placed on special board in Head's office	HT after discussion with other adults	YES
4	Exceptional change of attitude / behaviour / linked to social skills etc. Exceptional attitude/ideas/project benefitting and supporting the school e.g. organising an event in school.	Postcard home to parent / carer - informing parent of change of attitude / excellent behaviour etc. Telephone call from Teacher/Headteacher	HT or Teacher in Charge	YES
5	Positive contribution to school life over a period of time, including exceptional reports (dramatically improved reports or behaviour). Excellent & consistent behaviour	Annual awards in the Leavers' Service e.g. sports award, Eco Award, Community Award, attendance awards etc. Termly awards for children as appropriate.	HT & Governors	YES

School Golden Charter: 'Treat others how YOU would like to be treated' and "Time is Precious - use it wisely"