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GOOD BEHAVIOUR POLICY STATEMENT

Our School intends to encourage in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

We aim to create the conditions for an orderly and caring community in which effective learning can take place, where there is mutual respect for all members and a proper concern for the environment. This policy is carried out within the context and spirit of the schools Mission Statement and consistent with other existing policies, e.g. Single Equality, Restraint, Anti-Bullying and Promoting British Values. It supports and reinforces the aims of St Thomas More Catholic Voluntary Academy, valuing all children as individuals. *We consider every person to be of value, irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background.*

Our Good Behaviour Policy is compliant with Section 89 of the Education Inspection Act 2006.

School Mission Statement

St Thomas More Catholic Voluntary Academy was founded to pass on to the children the faith heritage of the local Catholic Community. Each child is valued as a unique individual, a child of God, made in the image of Father, Son and Holy Spirit. In partnership with parents and parish and with God's grace, the school tries to discern and help the child to develop fully as a person with particular gifts and aptitudes. Guided and challenged by Gospel values, the school aims to provide a community in which the child will grow and experience the love of God, self and neighbour.

LOVE ONE ANOTHER AS I HAVE LOVED YOU

St Thomas More School emphasises the importance of self esteem and the positive reinforcement of good behaviour rooted within the Gospel values of love, care, tolerance and respect for all. We acknowledge that continuous poor behaviour from an individual may be the result of many other factors in the individual's life, both in and out of school. When dealing with poor behaviour these factors will be taken into account as soon as they are realised and the positive aspects of the child's behaviour will be built upon immediately.

Any sudden changes in a child's behaviour pattern will also be investigated sensitively and acted upon in the same way in order not to make the situation worse.

AT SAINT THOMAS MORE:

- **Every child has the right to feel safe, valued and happy within our school and free from any intimidation.**
- **We will not tolerate any kind of anti-social behaviour, whether of a physical, mental or verbal nature, aimed at groups or an individual.**

OUR SCHOOL'S BELIEFS ABOUT BEHAVIOUR

- We believe in discipline and the need to foster in children a responsibility for their own behaviour. We ask parents to support us in these aims.
- We believe that school values, rules and sanctions are rooted within the Gospel values and that compassion, forgiveness and reconciliation are fundamental to promoting good behaviour.
- We believe that children need to develop a caring attitude towards each other.
- We believe children and staff should have good relationships which encourage mutual respect and this promotes good behaviour.
- We believe all staff should work together as a team and support one another in a 'consistent' positive approach to the way behaviour is promoted.
- Within our school we seek to promote the values of honesty, politeness, love of neighbour, self discipline, tolerance and responsibility. We reject bullying, cheating, irresponsibility and dishonesty.

AIMS

1. We aim to provide an environment which reflects the faith, ethos and values of a Catholic school.
2. We aim to establish a code of conduct within a caring framework so that everyone feels safe, valued and happy.
3. We aim to provide a relevant and appropriate curriculum for all pupils which will encourage good habits of work and behaviour.
4. We aim to teach children about a democratic society where all people are valued equally.
5. We aim to prepare children for a life in a diverse society.

AIMS AND OBJECTIVES OF GOOD BEHAVIOUR IN SAINT THOMAS MORE CATHOLIC VOLUNTARY ACADEMY

AIM 1

To provide an environment which reflects the faith, ethos and values of a Catholic school.

OBJECTIVES

- a) We will encourage mutually respectful relationships among adults, among pupils and between adults and pupils, promoting love, care, tolerance and respect for others, self esteem and pride in achievements.
- b) We will teach pupils to understand the value of forgiveness and reconciliation.
- c) We will provide a setting which appears cared for and welcoming so that the adults and pupils can take pride in their surroundings and understand their value.
- d) We aim to increase the individual's capacity to accept responsibility for actions taken.

AIM 2

To establish a code of conduct within a caring framework so that everyone feels safe, valued and happy.

OBJECTIVES

- a) Will will encourage pupils to understand the reasons behind school rules, code of conduct, responsibilities and consequences.
- b) We will draw up a simple set of rules (after consultation with staff, pupils and parents) emphasising positive aspects rather than negative.
- c) We will identify a system of praise and rewards for good behaviour.
- d) We will establish a system for dealing with unacceptable behaviour.
- e) We will identify a system of sanctions.
- f) We will use democratic processes for important decisions within our school community.

AIM 3

To provide a relevant and appropriate curriculum for all the pupils which will encourage good habits of work and behaviour and avoid frustrations and lack of challenge.

OBJECTIVES

- a) We will teach the curriculum according to National Curriculum requirements so that all levels of ability are taken into consideration, differentiated activities being implemented to ensure that the needs of individual pupils are met.
- b) Teachers will manage their practice in the classroom using different learning approaches so that their lessons are clearly organised and well planned and delivered and the children are challenged to do their best.

AIM 4

To teach children about a democratic society where all people are valued equally and encourage pupils to respect the fundamental British values of democracy, the rule of law, liberty, respect for those of different faiths and beliefs.

OBJECTIVES

- a) We will encourage children to recognise their responsibility to and dependence upon others.
- b) We will help children become active, reasoning participants in a democratic society where all people are valued equally.
- c) We will foster and promote an environment where pupils think deeply about their own and others' experiences and try to relate them to a clear set of personal values.
- d) By challenging stereotypes we will build pupil awareness so they can detect bias and sexual or racial discrimination.

AIM 5

To prepare pupils for life in a diverse society

OBJECTIVES

- a) We will be proactive in tackling and eliminating racism, racial harassment and racial discrimination.
- b) We will ensure that everyone, irrespective of their race, colour, ethnicity or national origin, or their citizenship, feels welcome, safe and valued within the school.

RULES AND REGULATIONS

PRINCIPLES

- *Fairness needs to be shown at all times.*
- *Rewards should always outweigh sanctions.*
- Rules should be clear and consistent to all concerned and recorded in a user friendly manner.
- Rules should be reinforced and everyone informed of policy changes as and when they arise.
- The rules should be made available to all interested parties, including staff, governors, parents, students, pupils and the wider community.
- All staff are responsible for informing children of rules each term and whenever is necessary.
- Appropriate guidance is provided, showing how children should behave in all parts of the school. e.g. posters, assemblies, displays, role models.
- Rules, rewards and sanctions should be communicated to all concerned on a regular basis.

Further regulations regarding school rules, routines and procedures to do with school organisation, play time and lunchtime procedures can be found in the School Prospectus, Staff Handbook and Job Descriptions of Lunchtime Supervisors.

WHOLE SCHOOL RULES

In our School we aim to:

- always try to love our neighbour
- speak politely to everyone
- walk sensibly around the school
- treat everyone as we would like to be treated, keeping our hands and feet to ourselves
- show respect to all, respecting other races, cultures and those with disabilities
- follow instructions given by adults
- look after property, whether it is our own or other or school property
- tidy up after ourselves and are responsible about litter
- take care of our environment
- always use acceptable and appropriate language
- line up quietly
- be polite and well behaved in the dining room
- always try our best

The children have simplified these rules as:-

1. We will respect each other's work and property
2. We will use acceptable language.
3. We will walk, not run, inside the school.
4. We will be kind and polite.
5. We will share with each other.
6. We will always be sensible and honest.
7. We will listen when told to.

There are also rules in each classroom drawn up by the pupils and teacher on an annual basis or as and when necessary.

PRAISE POLICY

In our school we praise children for:

<ul style="list-style-type: none">▪ good work▪ good behaviour▪ kindness▪ responsiveness▪ thoughtfulness▪ enthusiasm	<ul style="list-style-type: none">▪ politeness▪ improvement▪ rule keeping▪ good sportsmanship▪ listening
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PRAISES AND REWARDS FOR GOOD BEHAVIOUR

Teacher praise is considered to be one of the highest rewards for children's good behaviour and making them feel valued. The use of children in positions of responsibility also supports our Good Behaviour Policy. We ensure that children who regularly demonstrate good behaviour are rewarded accordingly.

FOUNDATION STAGE 2 and KEY STAGE 1

1. Praise is frequently given to raise self esteem and as an example to others.
2. Stickers are given with written comments or smiley faces.
3. Other weekly awards for good behaviour e.g. class toys to take home (Hector) and STL B (Statements to Live By) certificates.
4. Parents are told of good behaviour.
5. Headteacher award stickers are issued.
6. Friendship Cups
7. Golden Time
8. Weekly class awards e.g. Star of the Day, Star of the Week
9. Stickers awarded by lunchtime supervisors
10. Nominating classes and pupils for praise during whole school and Key Stage assemblies and special 'Achievement' assemblies.
11. Learning Heroes
12. WOW Writing Certificates

KEY STAGE 2

1. Oral praise is given frequently.
2. House points are awarded.
3. Best groups are allowed to leave the class first.
4. The Headteacher is told. Merit certificates in the four House colours are issued usually for showing community spirit and enterprise.
5. Headteacher award stickers
6. Weekly class awards
7. Stickers awarded by lunchtime supervisors
8. Nominating classes and pupils for praise during whole school and Key Stage assemblies and special 'Achievement' assemblies.
9. Learning Heroes
10. Year 6 Trophies and Awards and the Community Spirit Award

MEETINGS AND INCIDENTS

Whilst the whole school will work very hard to develop positive attitudes to behaviour, there may be occasions when sanctions will have to be applied. It is the school policy to involve parents in the problem-solving process. It is hoped that by working together, we may foster in the pupil a desire for self-discipline.

As a matter of policy, the school records 'incidents', e.g. a disagreement, a problem with missing property or unacceptable behaviour, if it is thought to be serious. **(See Appendix B – Incident Report Form)**

All possible racist incidents will be acknowledged and investigated as a matter of urgency. If racist behaviour has been confirmed, parents will be informed and the incident recorded. **(See Appendix D – Reported Racist Incident Report Form)**

Similarly, records are kept of 'meetings' with parents, the reason for calling them, the views expressed and any action taken. **(See Appendix C – Meeting with Parents' Report Form)** These factual records are available for inspection by the parents concerned.

Problems in school fall mainly into two categories.

Learning Difficulties

These problems are dealt with in conjunction with the school's Special Needs Co-ordinator, Class Teacher, Headteacher, Educational Psychologist and the Social, Emotional and Mental Health Team .

The school endeavours to keep parents fully informed and involved.

Behavioural Problems

Most behavioural problems are minor and are dealt with by the teaching staff and serious incidents by the Headteacher or Assistant Headteacher. However, in more serious cases advice may be sought from the Educational Psychologist, Religious Community, SEMH Team and Intervention Programmes e.g. Initiative for Parents. The support and active involvement of the parents is essential if these difficult problems are to be resolved.

WHAT TO DO IF FACED WITH UNACCEPTABLE BEHAVIOUR

KEEP CALM

The school community feels that the following types of behaviour are unacceptable - fighting, bad language, verbal abuse, shouting, bad manners, racism, sexism, bullying, wilful damage to school and personal property, stealing.

Where unacceptable behaviour occurs, we try to deal with it very positively, moving through it towards an improved attitude and performance. **It is important that no child gains kudos through bad behaviour.**

Staff routinely use the following strategies:

- the child or children concerned are withdrawn to a quiet area.
- try to diffuse the situation calmly.
- try to establish eye to eye contact and listen quietly to children's version of events.
- review events carefully to ensure the child has a clear understanding of what went wrong.
- share their honest views and feelings with the child to help him/her understand the consequences of his/her actions.
- try to involve the child in finding a solution to the problem and find a way of avoiding it happening again.
- get the child to apologise to the individual concerned and shake hands.
- try to be scrupulously fair with punishment - children resent what they see as injustice.
- try to make any punishment fit the crime taking into consideration the age, ability and special needs of the child.

In the event of wilful damage to school or another child's property, parents will be informed and be expected to meet the costs.

If a particularly bad incident takes place, send for help (A green triangle will be taken by a sensible child to another teacher/teaching assistant to signify that immediate help required). If a child is lashing out and there is a strong possibility of them hurting themselves or others then restraint is necessary. Please refer to the School's Restraint Policy adopted by the school.

ASSERTIVE DISCIPLINE PROCEDURES

Procedures:

Establish class rules, rewards and consequences based on agreed rules with the whole class.
(Display in classroom)

The rules are reinforced constantly through praise by all staff and in class discussions, circle time and assemblies.

KEY STAGE 2

1. The child is given a verbal warning.
2. **Second Warning** – The child is given a Yellow Card.
3. **Third Warning** – The child is given a Red Card which, in the first instance, means missing a period of playtime, the length of which is decided by the class teacher and is appropriate to the child and misdemeanour.
4. **Continuous misbehaviour and receiving of Red Cards means** the Assistant Headteacher and/or the Headteacher is informed and the child's name will be written in the Behaviour Incidents Book. Parents will be contacted after three entries or before, depending on the seriousness of the incident. The child must be accompanied by an adult to the Headteacher.

KEY STAGE 1

Different reward systems are set up in each class. The Early Years use stickers to encourage positive behaviour. If a child behaves badly they are removed from the group. Persistent refusal to adhere to school rules will result in the child being sent to the Assistant Headteacher or the Headteacher.

The child may be withdrawn from the class to sit and/or work outside the Headteacher's office or work in the SENCo's room or attend the Nurture Group.

The child will be provided with an opportunity to reflect upon his/her behaviour. This may also involve talking to the SENCo or HLTA/Nurture Leader. **(See Appendix A)**

When putting the above procedure into action it is essential to take the following into account:-

- **Age and maturity of child.**
- **Any special educational needs or disabilities of the child.**
- **Information about the child which may have a bearing on the child's behaviour e.g. family break up, illness, bereavement etc.**

SANCTIONS AVAILABLE TO ALL STAFF

Foundation Stage2, Key Stage 1 and Key Stage 2

IN CLASS:

- The class teacher initially talks to the pupil. This can be done privately or in front of others directly or indirectly.
- Unacceptable behaviour may warrant time out. The pupil is removed from the situation for a short period of time e.g. use of chair.
- Loss of Golden Time (approximately 1 - 5 minutes for each misdemeanour).
- Withdrawal of play time, to be supervised by the class teacher.
- Loss of responsibility or privileges e.g. special jobs, being a leader and non-participation in special events.
- Pupil is taken to the Assistant Headteacher or straight to the Headteacher in more serious cases.

- For more serious cases or repetitive use of unacceptable behaviour the class teacher will discuss concerns with the child's parents (Assistant Headteacher and Headteacher will be notified).
- If necessary, the Headteacher will contact the parents and suggest a meeting to discuss the situation. This usually involves the class teacher but may also involve the SENCo and/or Nurture Leader, depending on the nature of the concern. The class teacher, SENCo and/or Nurture Leader will work closely to devise individual behaviour plans with a system of monitoring and rewarding.
- It may be necessary to introduce a daily or weekly verbal or written reporting system in order to nurture a constructive relationship with the child's parents/carers.
- Parents will be asked to help their child to accept responsibility for his/her actions.
- Each member of staff is supported by a management structure. Any kind of difficulty can be discussed within Key Stage meetings or with the Key Stage Co-ordinator, SENCo or Headteacher. Strategies to support the child and teacher are introduced.
- Following a meeting with the parents a written programme of action may be devised specifying targets for behaviour, rewards, sanctions, organisational and monitoring arrangements e.g. Home/School Behaviour Log.
- All members of staff will be informed of any problems with specific children in order to adopt a consistent approach throughout the school.
- If problems persist or are considered very serious outside agencies e.g. Educational Psychologist, SEN Support Services, SEMH Team may also be involved to establish a programme to ensure maximum support and involvement by all concerned for the welfare of the child.
- The Governors' Disciplinary Committee may also be informed and involved in more serious cases.

IN THE PLAYGROUND

In addition to the above:

- 'Time out' - the pupil stands by the wall for a short time until the matter can be dealt with.
- The pupil may be sent to the SENCo or the Nurture Leader to discuss the situation and 'cool off'.
- The pupil misses playtime under supervision.
- The pupil is taken to, or sent with a note of explanation, to the class teacher.
- The pupil is taken to the Assistant Headteacher and in more serious cases to the Headteacher.

SANCTIONS AVAILABLE TO LUNCHTIME SUPERVISORS

TIME OUT - A time out period during lunchtime will mean that the child will walk around with the Lunchtime Supervisor or stand on the wall for approximately 5 minutes to allow time for calming down and to encourage positive behaviour. Opportunities for Lunchtime Supervisors to reward children with badges and/or certificates are encouraged.

The Lunchtime Supervisor responsible for pupil's class will inform the class teacher of unacceptable behaviour.

For more serious incidents the pupil is sent straight to the Headteacher.

The use of restrictive physical intervention is very rare and is, wherever possible, avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others. Any intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary and will seek to avoid injury to the pupil.

RECORDING

Behaviour problems and unacceptable behaviour will be logged by the Class Teacher, either during daily observations or if more serious, in the child's record or Home/School Book. Any relevant comments by parents would also be recorded.

Children who misbehave may be recorded in the Headteacher's Incident Book.

Any behaviour problems that may require further action will be reported to the Headteacher and a written Incident Form (**See Appendix B**) dated and signed by the Class Teacher/support staff and Headteacher is kept in the Headteacher's confidential file or individual pupil file for future reference.

If appropriate, the child's next teacher will be informed at the appropriate time and this information will be passed on to the teacher.

Parents will be kept informed either verbally, by written communication or by a telephone call if appropriate.

Team Meetings and whole school staff meetings are opportunities for discussing behaviour problems. Individual concerns and support matters arising from these meetings will be discussed at management meetings.

Guidance will be given to support staff on behaviour management, through organised training sessions and regular "in-house" meetings. Newly appointed Teaching Assistants and Lunchtime Supervisors will receive an induction session on behaviour management and organisation.

Individual Programmes

The Class Teacher together with the SENCO will devise Individual plans to include the areas to be targetted. These targets and the results will be monitored by the class teacher and the results included in the child's folder. Parents and pupils must be involved wherever possible in the review and setting of new targets.

The SENCO should be consulted when support programmes are unsuccessful, with a view to consulting external agencies. Detailed class teacher records are essential for this stage.

SUPPORT MECHANISMS

Disruptions

If a child causes extreme disruption during the school sessions, then the teacher should send another child to alert an adult, the Headteacher or the school office.

If a parent comes into the classroom and causes a disruption outside the school sessions, the teacher should request the parent to accompany him/her to the Headteacher and leave the room immediately.

STAFF APPOINTMENTS

The Governors' appointment panel must be familiar with this policy and ask interviewees about their philosophy and their ability to manage behaviour effectively and appropriately.

APPENDIX A

The Role of the Nurture Leader

There may be pupils in the school who, due to emotional, behavioural or educational difficulties or needs, may benefit from regular sessions with the nurture leader.

These sessions will take place at a set time during the day and will involve discussing the pupils feelings, issues, behaviour and targets and ways forward.

SAINT THOMAS MORE CATHOLIC VOLUNTARY ACADEMY

MEETING WITH PARENTS' REPORT

Name of Child

Date and Time of Meeting

Class Teacher

Parent(s) Attending

Brief Synopsis of Meeting

Signed

Date

(continue overleaf if necessary)

Further Action Required

Headteacher Date

Parent/Carer Date

RACIST INCIDENT REPORT FORM

To be completed as soon as possible by member of staff/person observing/reporting incident and handed to designated member of senior management team.

Date Time Location

Name of person reporting incident

1. Type of Incident (Please tick all relevant boxes)

- 1. Refusal to work/co-operate with peer
- 2. Verbal abuse:
 - a) names and comments
 - b) ridicule
 - c) threats
 - d) incitement
- 3. Written abuse:
 - a) graffiti
 - b) in/on books etc.
 - c) offensive pamphlets/cartoons
- 4. Physical abuse
- 5. Vandalism/abuse of property
- 6. Organised racist activity:
 - a) badges/insignia
 - b) leaflets & other materials

7. Other (Please specify)

2. Those Involved

Alleged victim/s

Alleged perpetrator/s (if known)

Witnesses (if known)

3. Has a written account of incident been provided?

Please tick YES NO