

# **ST THOMAS MORE CATHOLIC PRIMARY SCHOOL BEHAVIOUR POLICY**

## **Introduction**

This document is a statement of the aims, principles and strategies for St Thomas More Catholic Primary School.

DFE Guidelines have been taken into consideration in the formation of this policy. It should be read in conjunction with the SEN policy, anti-bullying policy, PSHE policy, child protection policy and the policy for teaching and learning to establish the general ethos of the school.

## **Rationale**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

## **Aims**

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying

### **DFE definition of bullying:**

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those who are being bullied to defend themselves

Bullying can take many forms but three main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, racist remarks
- Indirect: spreading unpleasant stories or excluding someone from social groups

### **Principles**

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LEA, governors, parents and carers and others in the community.

### **Responsibilities**

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Providing a well ordered environment in which all are aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures

- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other.

## **Rules**

All the rules have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. Some classes may wish to add an extra rule of their own.

## **Golden Rules**

Follow instructions:

- Listen to all adults working in the school
- Be gentle, kind and polite: keep hands, feet and unkind words to yourself
- Value people's belongings: respect the school and other people's property
- Be honest, tell the truth

If a child breaks a Golden rule they will receive an orange slip, will miss one or two playtimes depending on rule broken and a letter will go home to inform parents.

## **Playground rules**

- Keep to play areas agreed
- The picnic tables and benches are for sitting and quiet games
- Keep your hands and feet to yourself
- Be helpful, kind and polite

- Respect other people's games

### **Indoor lunch time rules**

- Line up quietly
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full
- Talk quietly
- Put your hand up if you want something
- Try to keep the tables clean and tidy and use the cutlery provided
- Walk around the school quietly.

### **Rewards**

#### **House Points**

All the children join one of four houses when they start school. They can get house points for a variety of achievements including good work, greater effort or being helpful.

House points are collected at the end of the week and the weekly winning house is announced in a whole school assembly on a Friday morning. At the end of a year the successful house is awarded the house shield.

#### **Merit awards**

Every Friday one child from each class is awarded the merit award for a variety of achievements. It is presented in assembly with the teachers giving the reason for the award. The child wears a badge presented to them in assembly for a week and a certificate is displayed in a public area for a week then they take the certificate home.

#### **Pen licence**

When a child's handwriting or presentation is of a high enough standard they are presented with a cartridge pen provided by the school in a Friday's assembly.

#### **Attendance certificate**

At the end of each term those children who have achieved 100% attendance receive a certificate.

Those children who achieve 100% attendance over a year receive a special certificate.

## **Head teacher's award**

At the end of the term up to three children from each class can be chosen for special head teacher certificates, and one child from each class will be chosen for a special Head teacher's award and given a small plaque to keep. These can be awarded for a variety of reasons.

The main reward for good behaviour will be praise from other staff or children. Children may also be sent with a particular piece of work to the other year group teacher, Deputy Head, or Headteacher at the end of a lesson.

## **Orange Certificates**

Those classes who have not received any orange slips in the past week will receive an orange certificate in Friday assembly. Their class teacher can organise a further discretionary award. If 12 or more classes receive orange certificates then a whole school reward can be given. This can also apply for individual Key Stages if the whole school target cannot be reached.

## **Catch Me Cards**

Children are rewarded for good manners around the school with 'catch me card' raffle tickets, which are collected in a box for a raffle at Friday's assembly. The winning child receives a voucher for the tuck shop.

## **Sanctions**

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" D E S "Good Behaviour and Discipline". Should children not conform to the agreed rules, the following sanctions will be applied in order.

### **Within the classroom**

Each classroom has rules displayed which the whole school shares, and the consequences should a child's behaviour be unacceptable. Children should be given verbal warnings before their name is written on the board. Following this, should the child's behaviour not improve, their name should be ticked and the child should be moved away from the main body of the class for five minutes. Should misbehaviour continue, the child should be sent to another class for a maximum of half an hour, with suitable work to complete. They should be given one of four possible orange slips, which link to the four main school rules detailing the offence. They should then bring this slip to the office at the next playtime where they will stay and the orange slip filed. A letter informing the parents will be sent home.

Since 1 September 1998 Schools have been able to use after school detention following 24 hours written notice and after taking into account the age and any particular circumstances relating to the child.

## **Internal Sanction**

Following certain incidences or several re-occurrences of the same incident an Internal Sanction may be introduced. This could be for one lesson or up to two days where a child will work in an open but designated area of the school with appropriate work set. They will have access to a member of staff at all times and will be free to use necessary facilities including accessing school dinners/snacks and milk. Parents will be fully informed and sign an agreement form.

A provision came into force on 1 September 1998 which clarified the power of Teachers, and other authorised staff to use reasonable force in certain circumstances.

It is important that schools have a policy about the reasonable use of force to control or restrain pupils.  
(DfEE Circular 10/98).

Please see our 'Positive Handling Policy'.

## **Exclusion**

Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school will be made. One copy will be kept in the school's record and one sent to the parent.

## **Procedures for providing children with opportunities to discuss appropriate behaviour**

- Conferencing with a senior member of staff
- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility ( see PSHE policy)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school
- A programme of religious education which includes ethical issues (see RE policy)

- Circle time – an opportunity for open discussion held in class groups at regular intervals
- The agreement of a set of rules by each class at the beginning of the autumn term

### **Liaison with parents**

Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'homework/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comment about the bad things.

### **Outside agencies**

Any worries about any pupil should be discussed with the special needs co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Educational Psychologist  
 Behaviour Support Service  
 Teacher for Hearing Impaired  
 Teacher for Visually Impaired  
 Speech Therapist  
 Physiotherapist  
 Pre-School Advisor  
 School Doctor  
 Social Services

Dialogue with the SEN department and these outside agencies should include discussion around the appropriate nature of sanctions applied to those children with SEN and whether all reasonable adjustments have been made in line with the Equality Act 2010.

## Monitoring

In the light of this policy the senior management team will continually monitor the behaviour throughout the school.

After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.

Updated: April 2017

Authorised by: .....

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