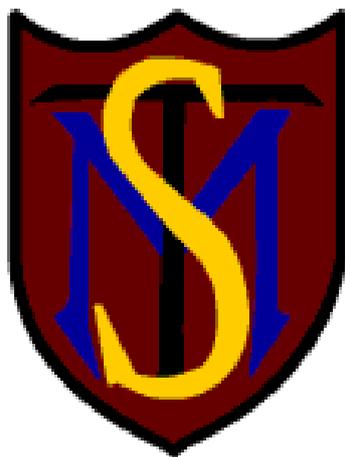


St Thomas More
Catholic Primary School



Behaviour Policy

Mission Statement

Jesus said:

“Love one another as I have loved you.”

At St Thomas More’s School our Mission is to allow everyone to love and be loved.

We believe that Love is:

Kindness, justice, tolerance, forgiveness and friendship; it is unconditional and inclusive, allowing each one of us to learn and grow to become the wonderful person God created us to be.

Updated: September 2018

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Our Mission Statement underpins all the work we do in school, and this includes behaviour management. It is *forgiveness* which underpins our behaviour policy, as we teach children that just as God forgives us, so we can forgive others, allowing each of us to continue to learn and grow.

In our school we believe the following to be true about behaviour:

- The best way to change a pupil's behaviour is to be clear, consistent and fair
- Supporting changes in behaviour may involve us in developing new skills and attitudes
- Behaviour and learning is best when the climate is positive and the boundaries are clear
- An agreed plan of action for dealing positively with behaviour is essential
- Pupils need to know what behaviour is expected of them in all circumstances
- The consequences of appropriate and inappropriate behaviours need to be understood by everybody
- It is important to label *behaviours* and not children
- Children respond positively to responsibility and trust
- Good relationships and communication between home and school is essential

As a staff we have devised this policy to build a positive and consistent approach across our school. We know that positive behaviour management builds self esteem, an inclusive ethos and a conducive learning environment. This is what we are working towards for all children and staff. Successful behaviour is based on respect for self, others and community. In striving each day to fulfil our Mission Statement our community tries to build respect in all aspects of school life and at all levels. This policy is applicable when children are in school, on school trips and may also be applied, where relevant, to incidents that have taken place outside of school grounds.

Good behaviour comes about when we.....

- Invest time and energy in to forming positive relationships with each child, to establish trust and security
- Understand and support each child as an individual, and treat them with respect
- Show children how to behave well by modelling the behaviour we want to see in children
- Use a range of teaching strategies to provide engaging lessons
- Give positive feedback and reward children for their efforts
- Provide a happy, safe and organised environment
- Explain, in a way that the child will fully understand, why some behaviour is unacceptable
- Give children the opportunities to do the right thing and explain their behaviour when they have made mistakes

At St Thomas More, we aim to do the following to encourage good behaviour:

- Greet and be greeted by name – staff take the initiative – make eye contact
- Initiate conversation – make time to chat with children
- Smile, build empathy – try to understand the child’s point of view, how they might be feeling
- Use humour – it builds bridges
- Keep calm – it reduces tension
- Listen - it earns respect
- Say thank you - we all appreciate it
- Say sorry when we get it wrong – we are all human
- Forgive – it lets us move forward
- Bring up topics which may not be academic but which interest children
- Look out for pupil resourcefulness, we all need to feel good about ourselves
- Value pupil efforts as much as their achievements, often we do not experience big changes but small steps in the right direction and we need to notice these
- Value and share extra curricular achievements

Expectations for Behaviour at St Thomas More

Following our Mission Statement, which asks us to Love one another as Jesus loved us, we are always:

- Respectful of others and their property – we use excellent manners and we look after things
- Kind and considerate to others - we only say nice things and we look after one another by sharing and helping whenever we can
- Truthful - we are honest and we always admit it when we’ve made a mistake
- Hard working - we try our best at everything
- Good listeners - we let each other speak and we expect to be listened to in return
- Keeping safe - we always walk in school, and follow instructions first time; we look out for others’ safety, too

Rewards for Good Behaviour at St Thomas More

We reward positive behaviour in many different ways depending on the child, teacher and year group. Some ways we reward children's good behaviour are:

- Lots of verbal praise in class & around school from adults
- Awarding stickers; in books and on uniform
- Awarding responsibilities in class and around school
- Weekly merit

- Receiving a note home so parents/carers know what children have been praised for
- Rewards in class such as marbles, raffle tickets, 'star of the day award' or prizes

Examples of behaviour that merit encouragement

Punctuality, endeavour, co-operation, achievement, kindness, politeness, respect, care for others, enthusiasm, tidiness, appropriate quietness and stillness, patience, gentleness, reverence and self-control, acceptance, forgiveness are just some examples.

Our School Rules:

These are the rules on which everyone agrees - the teacher/adult has the responsibility to interpret these rules in a fair and impartial manner, and in the interests of justice, with as little disruption to the teaching and learning of the children as possible.

- ☒ **We walk, we do not run**
- ☒ **We do as we are asked the first time**
- ☒ **We show respect to others and the environment**
- ☒ **We show that we are ready to learn**
- ☒ **We keep our hands and feet to ourselves.**

Consequences for poor behaviour at St Thomas More

What happens when we don't meet expectations?

- 1** A warning is given for breaking a school rule
- 2** If the child continues misbehaving then the next sanction will be a 5 minute time out session in the classroom
- 3** The next sanction would be the loss of a playtime. During this time, where appropriate, children will complete work set by the class teacher or write out the school rule/s they have broken
- 4** There are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions children may be sent out of class to another teacher with their work.
- 5** The next incidence of inappropriate behaviour will result in a child being sent to the Deputy Head. It is the Deputy Head teachers responsibility to issue appropriate sanctions and if necessary contact parents.
- 6** The next incidence of inappropriate behaviour will result in a child being sent to the Headteacher. It is the Headteachers responsibility to issue appropriate sanctions and if necessary contact parents.

- 7 Examples of repeated or particularly poor behaviour will be reported directly to the Deputy or Head Teacher and followed up accordingly
- 8 In the event of a child being seriously violent to another child or adult, the parents will be contacted immediately and may be asked to remove the child from school for the remainder of the day to prevent further incidents and point out to the child the seriousness of his/her actions (fixed term exclusion).
- 9 Fixed term exclusions are one of the last resorts and may take the form of withdrawal at lunch times, short term exclusions from school or exclusions from school for longer periods
- 10 In exceptional circumstances it may become necessary for a child to be permanently excluded from the school, staff in school will do all that they possibly can to avoid this situation arising.

If a child's behaviour is causing concern, the class teacher will contact parents and speak with eg Deputy Head or the Headteacher. With permission from parents, a child may be referred to the SENDCO, who will begin to monitor an individual approach to the child's behavioural needs. This may take the form of a Behaviour Support Plan, which might include a short or long term behaviour record, individualised consequences and rewards. It may also include involvement of relevant outside agencies.

Examples of behaviour that is unacceptable at St Thomas More's.

Physical violence of any sort, name calling, lack of care for people or property, acts likely to harm others or put a person's health or safety at risk, bullying, behaving in a way that disrupts learning, inappropriate language, telling lies, racism and answering back.

Extreme Behaviour

Any child found to be doing any of the following will go straight to the Deputy Headteacher or Headteacher, and parents will be informed:

- ☒ Bullying
- ☒ Swearing
- ☒ Racist or homophobic comments
- ☒ Threatening or violent behaviour
- ☒ Putting others in danger

The safeguarding of children is a high priority and will be forefront when dealing with any behaviour incidents. Where appropriate, external agencies may be contacted if further advice and help is required.

Managing the Impact of Poor Behaviour

Where needed, children will be offered support through whole class, small group and individual work. Advice will be sought from other agencies to ensure the impact of poor behaviour on others is minimised.

SEND

It is clear that some pupils may have complex and additional needs that may have an impact on their behaviour. We will ensure that we work closely with outside agencies and parents to enable these children to have the best possible chance of meeting behaviour expectations. Children with identified specific additional needs may have an individual behaviour plan or behaviour chart.

The use of reasonable force

The legal provisions on school discipline provide members of staff with the power to use reasonable force. Reasonable force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Section 550A of the revised Education Act 2011 sets out circumstances in which reasonable force may be used by members of staff in schools:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any use of physical prompts would be fully discussed with all staff and the child's parents and be part of a behaviour plan or programme.

Prompts may include:

- Leading a child by the hand.
- Moving a child across a room.
- Using prompts to encourage a child to remain sitting on the carpet.
- The use of physical prompts to complete an activity.
- Preventing a child from running off.

Schools cannot use force as a punishment.

Positive handling plan

The use of a positive handling plan (PHP) will be used with a child where reasonable force may need to be used. This plan will need to be agreed with parent (s) and the Head Teacher before the plan is put in place for the child. The PHP will be specific to each child who needs one; no two PHP plans should be the same.

The main aim of a PHP is to identify a preventative strategies that could be used before any handling of a child takes place. Some of these preventative strategies may be: calming stance, reassurance, calm voice, distraction etc. The most suitable prevention strategies will be identified when the PHP plan is written.

Any instances of reasonable force that is used must be logged on CPOMS and detailed with the following information:

- Name of pupil and when and where incident occurred.
- Names of any staff who witnessed the incident.
- The reason force was necessary.
- Steps used during the incident, details of child's behaviour, "force" used and how applied and for how long.
- Pupil's response.
- Details of any injury to pupil, staff member or other children and any damage to property.

All staff will be made aware if a child has a positive behaviour plan which will have been agreed by parent(s). Staff will be encouraged to read the child's PHP plan to ensure they have a good understanding of the individual child's triggers to certain behaviours, and how these can be prevented.

Searching of pupils and confiscation of items.

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives/weapons
- Alcohol
- Illegal drugs or drugs related paraphernalia
- Stolen items
- Tobacco & cigarette papers
- Fireworks
- Pornographic images

- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline

Pupil's conduct outside school gates

Teachers have the power to discipline pupils for misbehaving outside of school premises for: Misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school or

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

Behaviour at Lunchtime and the Role of Lunchtime Supervisors

The same expectations for behaviours exist at lunchtime and lunchtime supervisors are expected to show the same positivity and encouragement as teachers and Teaching Assistants. They have lunchtime reward stickers and certificates. They are expected to inform the lunchtime manager of any incidents that occur during lunchtime which would incur a consequence.

What is expected of Governors?

- They will monitor the Behaviour Policy.
- They will make the ultimate decision on permanent exclusion
- Monitor incidents of bullying & racial nature via HT report
- Staff can expect full support from the Governors when following policy guidelines

What is expected of our staff?

- Staff will do all that they can to celebrate pupils gifts & talents
- Actively model good behaviour
- We will "set the tone" and be positive role models for our pupils
- We will make every effort to provide a well organised, well displayed and attractive classroom for the children to learn in.

- We will devise learning activities which will motivate pupils, encourage them to talk, share, and debate and cooperate.
- We will be calm, fair and just and seek to bring children to an understanding of the mistakes they have made.
- We will be focused on developing methods to support children and parents, develop a sense of responsibility and promote a positive ethos.
- We will be positive with pupils whenever possible, seeking to “catch the child being good”. We seek to use much more praise than criticism.
- We will work as a team, sharing responsibility for behaviour management across the school.
- We will acknowledge that we all make mistakes and that forgiveness is the key to moving on.
- We will follow our policy and systems consistently
- We will listen to children carefully and avoid jumping to conclusions; we will report incidents to the Deputy Head or Head Teacher when necessary.

What is expected of our pupils?

- Pupils will be expected to follow the Home School Agreement and to follow our school rules/expectations.
- Children are expected to report behaviour that concerns, hurts or worries them to an adult.
- Accept the times when things go wrong or they make mistakes and move on quickly.
- Children will support and forgive each other when things go wrong.
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

- Parents will support the school and our school behaviour policy.
- Parents will be expected to help celebrate all that is positive and good in school and to reward good behaviour at home.
- Parents are expected to contact school with any concerns or worries they have regarding their child to school as soon as possible.
- Parents are expected to play an active role in discussions when children are finding school difficult and to work with the school in finding solutions.
- They will try to set a good example for their children.
- Parents will not encourage physical violence in or around school at any time.

Related Policies/Guidance:

Policy for Dealing with Bullying; Policy for Mobile Phone Use by Pupils ; Policy for dealing with Racial Incidents; Use of Reasonable Force (DFE); Screening, Searching & Confiscation (DFE) PHP plan; behaviour incident log