

**SAINT THOMAS MORE
CATHOLIC PRIMARY SCHOOL**



**BEHAVIOUR POLICY
January 2025**

Reviewed: January 2025

Introduction

This policy sets out the expectations of behaviour at St Thomas More Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to our Mission Statement and reflects the Catholic ethos of the school, because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos (using the EMR Establish, Maintain, Restore) approach...
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school
- To encourage pupils to devise sanctions via Pupil Parliament
- To promote and enforce on-line safety both in school and at home.

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members, pupils, staff, parents and governors alike, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum including keeping safe on-line
- Effective classroom management
- Adult role-modelling
- Child written behaviour policy
- Playtime and lunchtime provision (structured playground games, lunchtime clubs)

- Personalised programmes/ support from outside agencies
- Effective on-line safety

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution. These include knowing how to behave when working on the internet and/or on a mobile device.

Staff Responsibilities

- **Awareness and practice of EMR approach (Establish Maintain & Restore)** It focuses on three key phases: establishing a solid foundation, maintaining ongoing connections, and restoring relationships when conflicts arise
- To role-model good behaviour and positive relationships, including online
- To create a positive climate with age appropriate realistic expectations, which are adapted as needed.
- To emphasise the importance of values and being valued, including online
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone by listening

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Everyone in our school has the right to...

- learn
- be respected
- be safe

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Therefore, everyone is expected to follow these whole school rules:

- We will always use commonsense, courtesy and consideration
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen to each other and respect each other's point of view.
- We will listen and follow adult instructions.

At the start of the school year, classes may choose to negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition (trying to use 5 positives against 1 negative)
- Dojo points which are collected electronically in each class
- Positive recognition to parents at the end of the session/day
- Showing work to another adult/ class/ Headteacher
- Weekly "Great work" and/or "Virtues and Values" award
- Collective whole class rewards: Each class has the opportunity to collect for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or 'special time' as agreed between the teacher and children.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others will result in immediate removal from the classroom and/or being sent to the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Where issues arise in regard to internet safety and unacceptable use of mobile phones outside of school, we will endeavor to work alongside parents and pupils to resolve these issues, and to prevent any escalation in school.

The school reserves the right to search any property (such as draws/lockers) belonging to the school in the event of an accusation involving such property or theft. Property belonging to pupils can also be searched, but will be done in the presence of the pupil(s) concerned.

Consequences

❖ Stage 1

Pupils will receive a verbal reminder of the school rule or of expected Behaviour.

❖ Stage 2

If poor Behaviour continues, child will be sent to another class for 5 to 10 mins.

Pupils can lose a break or lunchtime, this is at the discretion of the teacher.

Parents to be informed at the end of the day.

If it is deemed to be necessary, a note of the behavior is to be recorded on My Concern. This is a record to be used in school as evidence, should the need arise.

❖ Stage 3

When a pupil has recorded approximately 3 incidents in a 4-week consecutive period, Mrs. Hewitt will then contact parents and invite them in to discuss.

Possible use of timetable or a plan to monitor behaviour

*A child may move straight to stage 3 should a more serious incident occur.

❖ Stage 4.

Formal sanction (such as lunchtime suspension, fixed term exclusion (FTE) or even permanent exclusion) may occur.

The school reserves the right to go straight to Stage 4 if deemed appropriate.

*Extremely unacceptable behaviour will be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home and/or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a FTE, or on rare occasions, may take the form of a permanent exclusion (see FTE and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on EMR to ensure a sense of closure. This is more commonly known as restorative practice. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you think XX felt by your actions? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

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Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment boxes and the opportunity to join in structured games which may be led each lunchtime by the lunchtime supervisors or older pupils. The focus will be on co-operative play, good communication and teamwork.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of merit points.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be suspended from play and lunchtimes for a fixed period.

Outside of school.

When staff and pupils are not on the school premises there is still a certain expectation that the behaviour and attitudes demonstrated reflect on the school. This is particularly relevant when the pupils are in school uniform. Governors may act if it is deemed that any behaviour demonstrated outside of school reflects badly on the community as a whole.

As mentioned, this also includes the expectation that pupils do not bully others online (known as cyber bullying). School will work closely with parents where incidents occur but work on the premise that "prevention is better than cure." Regular reminders and/or lessons around cyber-bullying will take place in school through ICT, PSHE and other lessons.

Online safety

Parents are ultimately responsible for monitoring and filtering the apps and programs etc. that their children may access at home.

The school has a duty to teach children about the dangers of being online and how children can keep themselves safe when on the internet (see above). Whilst we know and understand that children use their devices at home, we will work with parents to ensure children are educated as to how to be safe when in and away from school, but to carry forward the same behaviours & values into the virtual world.

Any incidents of online bullying will be dealt with in school in conjunction with parents.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The pupil parliament will play an important role in communicating and reviewing aspects of the behaviour policy, which is displayed in child speak throughout the school.

Parents' Responsibilities

Parents need to role-model good behaviour and positive relationships with their children in front of others.

Parents have a vital role to play in their children's education - supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

Parents should be aware of the importance of contacting school if there are sudden and/or disruptive events in family life, that may have an impact on their child's behavior.

If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Headteacher may then be involved, then the Headteacher, and, if concerns remain, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Additional Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Children with higher needs may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought

where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

It is the responsibility of the class teacher to ensure any supply teachers or visitors to the school are aware of any additional needs of pupils in their class.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she will inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can appeal against the decision for permanent exclusion to the Governing Body and how to do so through the letter of exclusion.

The Headteacher will inform the Local Authority (LA) and the Governing Body of any permanent exclusion or suspension. The Governing Body itself can neither exclude a child nor extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

This policy will be reviewed annually, with opportunities for consultation with staff and pupils.

Next review date: September 2026 (or sooner if required)