



St. Thomas More Catholic Primary School

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BEHAVIOUR POLICY

Rationale - Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable. In keeping with our Mission Statement, we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which the catholic ethos is encouraged.

1. Aims

- To create an environment which encourages and reinforces good behaviour, in accordance with Christian teaching.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

2. Standards of Behaviour

At school we must work towards standards of behaviour based on the basic principals of honesty, respect, consideration and responsibility. The following expectations of pupils reflect these principles. The school expects pupils to:

- Attend school regularly and not miss days without good reason.
- Arrive on time
- Not leave during the day without permission
- Respect all school property, (the building and equipment).
- Wear the school uniform.
- Show respect for yourself and others.
- Avoid swearing, fighting or name calling.
- Listen to messages given and do as requested
- Participate in school activities
- Move quietly around the school and avoid causing disturbance
- Keep the school tidy and litter free.

These expectations have been discussed with pupils during PSHE lessons and circle times. Pupils have been fully involved in drawing up expectations for behaviour within their classrooms. Each class has their own classroom behaviour agreement, which has been devised and discussed at the beginning of September. Each pupil has a copy of this agreement.

3. Expectations of School

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

4. The Curriculum and Learning

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid disaffection and alienation, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feed-back to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

5. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

6. Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and Procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do, rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has a responsibility towards the whole.

School rules have been discussed in agreement with our pupils and are on permanent display in the school hall. Classroom rules and procedures are stated in pupils' classroom agreements.

7. Playground Rules and Procedures

The above rules and procedures apply to the playground as well as to the classroom.

Pupils should be made to understand that their expected good behaviour extends to the playground. Pupils should treat all adults with respect. Unacceptable behaviour should be dealt with fairly and consistently.

Two members of staff supervise the school playground at morning break time. The teacher in charge deals with problems that arise during play.

Lunchtime supervision is provided by 5 mid-day assistants.

Lunchtime is a time when pupils can feel overwhelmed with the noise and number of children. This especially applies to the younger members of our school. A 'Buddy Bench' has been devised, where pupils can go if they have no one to play with. Prefects can then help the child join in with playtimes. Incidents are reported to the class teacher.

Pupils are sent to the 'green door' for a cooling off period if they interfere or disrupt other children's games.

Major incidents are reported at the end of playtime to the class teacher.

If a pupil persistently shows unacceptable behaviour, the headteacher is informed, who will then decide any sanctions to be taken.

8. Out of Classroom

Pupils representing the school at sporting events or on a school visit are expected to display the same standards of behaviour as in school.

Pupils are made aware that at all times they are considered an ambassador of our school.

Pupils travelling to and from school on a school transport, again, are expected to display appropriate behaviour. A pupil travelling on a school bus will have to agree to behave sensibly and take responsibility for their own and others welfare and safety. This will be monitored by the school.

It should be noted that swearing or any use of inappropriate language is not acceptable at any time, either in school or out of school.

9. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. We use the Golden Rules as a model.

It is earned by maintaining good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

At St. Thomas More, we work within a House System, whereby pupils earn house points through effort, achievement and behaviour. In each class pupils can earn stars, 3 stars equalling 1 house point.

Recognition of the following rewards are presented publicly at assembly: -

Gold Book - Each week up to 5 pupils from each class are written in the schools Gold book, which is displayed in the entrance to the school.

Certificates of achievement (swimming, dance, music etc.) Golden Rule Certificates and stickers are presented. Children may recognise each others good behaviour and reward it via the Golden News Box.

At the end of the school year, 5 awards are made to Year 6 pupils;

- Mary Gilbert Award for academic achievement;
- Peter Wederell award for sportsmanship;
- Kay Parfrey Prize for obedience, diligence, perseverance and co-operation
- Alison Cinque award for musical excellence
- Mary Brooks Award for Citizenship

The Elsie Harris award is given to a Year 2 pupil for effort and attitude to work.

The Simon LathaM Award may be presented to a child who has shown courage or bravery in the face of great difficulty eg bereavement.

10. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be made clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

At St Thomas More School there are clear, agreed steps to sanction inappropriate behaviour. They are:

Step 1 Warning from adult and asked to improve behaviour.

Step 2 Second warning from adult and given yellow card. This can be withdrawn if behaviour improves.

Step 3 Sent to another class with a red card and work. Name put in behaviour book. Lose playtime or activity.

Step 4 Sent to Mrs Hall with work. Name put in behaviour book. Lose playtime or activity.

Step 5 Sent to Mrs Hall. Mrs Hall will contact parents to discuss behaviour. Name put in behaviour book.

The same sanctions are applicable to pupils off school premises, for example, when representing the school in sporting activities, during swimming lessons or on a school trip. They also apply to pupils displaying inappropriate behaviour on school transport.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help from the Educational Psychologist or Behaviour Support may be necessary. This possibility should be discussed with the Head Teacher.

11. Exclusion

Exclusion will only be used as a last resort or in extreme cases of misconduct or physical violence. Permanent exclusion will occur only when all other avenues have been exhausted, unless it is the considered opinion of the headteacher, after consultation with senior colleagues and members of the Governing Body that there is no other alternative. In all cases of exclusion a clear code of practice will be followed, as set out in guidance found at <https://www.gov.uk/government/publications/school-exclusion> and in our school Exclusions

12. Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the head Teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of the school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents.

Useful document: Behaviour and Discipline in Schools Advice for headteachers and school staff. January 2016.

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