



# St Thomas More Catholic First School

## Behaviour Policy

*Learning, loving and living together with Christ*

Loving one another is central to our school family, in which all children and adults feel secure and are valued. As a Christian community, we show friendship, forgiveness and respect for others, whilst enabling our children to develop self-esteem and personal responsibility.

**St Thomas More Catholic First School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

We expect everyone to show consideration and to have respect for themselves and others. We place importance upon showing self-discipline and taking increased responsibility for the decisions and choices that they make to help them become confident and successful members of the school and parish community.

Our Behaviour Policy aims:

- to give clear guidelines for staff, children and parents so that everyone knows what is expected
- to enable us to work together to maintain the good behaviour we have in school.

Staff provide good role models and help to develop good relationships throughout the school. All staff share the responsibility for promoting good behaviour with all children, at all times, wherever they are in the school.

### **SCHOOL RULES**

Our school rules have been developed by the children.

We expect everyone in school to follow these rules:

1. We work hard and do our best
2. We play in a safe and friendly way
3. We take care of our school

Every class uses a zone board to manage behaviour and house points to further reward positive behaviours and following of school rules. The zone board starts afresh daily to give children the opportunity to succeed.

Each teacher may develop additional rewards such as stickers and table points and clarifies the rules and expectations of what good behaviour looks like and discusses the behaviour expected in the classroom and around school.

Children are encouraged to discuss school rules, to develop their own class rules, to understand what good behaviour is and know what is unacceptable. We aim to help children grow in an atmosphere where they can think for themselves and be responsible for their own behaviour. Children discuss issues in class or individually with key staff.

Our lunchtime rules are:

1. We eat our lunch quietly
2. We play in a safe and friendly way
3. We listen to the lunchtime supervisors

## **POSITIVE BEHAVIOUR MANAGEMENT**

We will always try to give children the opportunity to behave well before using sanctions. Children are encouraged to support each other in developing and maintaining good behaviour. Children are set realistic targets for improving behaviour and are rewarded for reaching them.

Whenever possible staff will draw attention to and reward desired behaviour in others, thus giving a child who is behaving in an unacceptable way an opportunity to change his/her behaviour to be similarly rewarded.

Staff are always watchful for unusual changes in behaviour and will talk to parents at an early stage, if a child does not seem to be him/herself. Children who need extra support may take part in social skills groups.

Our high expectations are reinforced through the curriculum, through personal and social education, in assembly and in the daily life of the school.

We make every effort to encourage, praise and reward behaviour that helps children work and play well together. This includes good manners, taking turns, sharing, helpfulness, kindness, listening well, settling to work quickly, co-operation, enthusiasm, effort, perseverance, cheerfulness, tolerance, respect for others and independence, as well as high standards of work and achievement.

We reward children with:

- lots of verbal praise and smiles
- stickers - regularly
- a visit to another teacher/class to show work
- extra responsibility
- a visit to the Head Teacher
- awards assembly
- special certificates.

## **UNACCEPTABLE BEHAVIOUR**

We will not accept behaviour that causes others to be hurt or upset. This includes kicking, hitting, punching, biting, pinching, swearing, breaking things on purpose, racial abuse and name-calling.

We do not expect or accept children doing any of these things in retaliation either.

We will not accept behaviour that stops children learning. This includes disturbing others, not taking turns or sharing equipment, shouting out and not taking care of other people's property.

Unacceptable behaviour will be dealt with by using an appropriate sanction from the following:

- visual and/or verbal disapproval
- moving down the zone board
- discussion with child about the behaviour and how it can be improved
- moving child's position e.g. different carpet space or table
- time out in another class
- supervised time away from others
- missing playtime or lunchtime
- being sent to the Key Stage Co-ordinator, SENDCO, Assistant Head Teacher or Head Teacher
- a discussion with the parents after school
- internal exclusion (class or lunchtime)
- an individual behaviour plan may be drawn up to support the child. This will be discussed with parents/carers.

## **PERSISTENT UNACCEPTABLE BEHAVIOUR**

1. We will contact parents/carers to discuss any persistent or serious bad behaviour and apply appropriate sanctions.  
Any persistent misbehaviour at this time is dealt with by an initial written warning and a behaviour plan will be drawn up and shared with child and parent/carer. Together we can look for patterns of behaviour and possible underlying causes and discuss positive ways of working with each other to improve behaviour.
2. If the unacceptable behaviour continues, the school will (with parental consent) seek help from support services.
3. If there is no improvement there will be a final written warning. If there is a risk of permanent exclusion the school will conduct a PSP (Pastoral Support Plan), risk assessment and possible ROPP (reduction of provision plan)
4. If the behaviour is such that a child is a danger to him/herself and/or harmful to others, then a period of exclusion from school or a permanent exclusion may be required.

## **EXCLUSIONS**

In exceptional circumstances where the health, safety, welfare or education of others is threatened, the Head Teacher may consider exclusion:

- fighting
- intentionally seriously injuring another child or adult
- repeatedly leaving the classroom without permission
- exiting the building or school premises without permission
- intentional damage to property
- persistent bad language and aggression
- refusal to come into the building
- carrying an offensive weapon.

In the event of exclusion, the Head Teacher would contact the child's parents/carers and the Worcestershire Exclusion protocol would be followed including the reintegration interview and support for the child.

## **GUIDELINES FOR THE USE OF PHYSICAL RESTRAINT**

The welfare and safety of staff and pupils is paramount. The Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

The staff have been trained in 'Team Teach' in the use of positive handling to manage physically challenging behaviour. Parents/carers will be informed if this has been used with their child in accordance with the school Policy on the Use of Positive Physical Intervention and a record kept.

## **MENTAL HEALTH**

We recognise that sometimes children's unacceptable behaviour is because of mental health issues rather than intended misbehaviour. These incidents will be dealt with on an individual basis and the parents/carers will be informed. Sanctions will be in line with their behaviour plans.

Date: November 2018

To be reviewed: October 2020

Signed: ..... Head Teacher