

BEHAVIOUR POLICY

St Thomas More's Catholic Primary School

The Mission of St Thomas More's School is to educate and inspire every child to fulfil their unique giftedness within a loving Catholic community

Governor's Statement of Principles of Behaviour

1. We aim to be a loving Catholic community, working together to inspire and empower everyone in our school to achieve their full potential whatever their religion, race, gender, class or abilities.
2. Good thoughtful behaviour is essential to the fulfilment of this aim.
3. Good thoughtful behaviour promotes effective learning. Effective teaching and learning promote good thoughtful behaviour.
4. The importance of self-esteem and self-discipline is crucial to promoting good thoughtful behaviour.
5. We believe in respect for each other, the school and the wider community.
6. Everyone in the community has equal rights, and with these rights come responsibilities.
7. Children, parents, carers, staff and governors are involved in establishing and maintaining good thoughtful behaviour and providing positive role models.
8. We value the principles of equal opportunities and cultural diversity. We do not tolerate bullying, violence, racism, sexism, bad language, swearing or any form of discrimination.
9. We have a clear system of rewards and sanctions which are applied consistently and fairly.
10. We support those children with emotional and behavioural needs to enable them to be educated with their peers wherever possible. An inclusive community enables all children to be treated with justice.
11. We endorse the school's behaviour policy and undertake to monitor its effectiveness and to support staff in its implementation.

RATIONALE

We derive the Behaviour Policy from our Principles of Behaviour and Mission Statement.

We seek to create an environment that truly reflects the teaching of Christ, laying the foundations for a living faith, according to our Catholic tradition. We encourage an atmosphere in which each individual is treated with understanding and respect and is helped to develop his/her full potential and thus grow within a happy, disciplined and secure environment. We acknowledge the partnership that is needed between parents, carers, staff and children for this policy to succeed.

AIMS

1. to enable every child to be a good citizen.
2. all members of the school community feel valued and have the right to be treated fairly and with courtesy and respect.
3. all members of the school community are to be actively involved in rewarding positive behaviour and modifying undesirable behaviour.
4. all our staff promote behaviour that reflects the high expectations throughout the school community
5. the quality of teaching and learning is maintained at a high standard in order to promote a good standard of behaviour.

OBJECTIVES

1. to establish a code of behaviour decided by staff and children, and agreed with parents.
2. to deal promptly and effectively with bullying.
3. to establish an inclusive atmosphere in the classroom enabling all children to learn.
4. to expect the children to behave, both in and outside school, in a way which reflects the ethos of the school
5. to celebrate pupils' positive achievements and successes both in and out of school.

MONITORING

Approved by: Admissions and Pastoral. Date: 13/02/17

Review: Bi-annually

Review date: Autumn 2018

BEHAVIOUR POLICY GUIDELINES
St Thomas More's Catholic Primary School

OUR SCHOOL RULES

These rules have been put together by the staff, parents, carers, and children.

- ✓ **We respect others' rights**
- ✓ **We accept our responsibilities**
- ✓ **We are gentle**
- ✓ **We are kind and helpful**
- ✓ **We work hard**
- ✓ **We look after property**
- ✓ **We listen to people**
- ✓ **We are honest**

Our school rules will be posted in the classrooms and around school.

If the school rules are broken, a system of sanctions will be put into operation.

POSTIVE BEHAVIOUR MANAGEMENT

WHOLE SCHOOL:-

- Weekly Headteacher's Award for each class linked to Learning Behaviours
- Termly Success / Opportunities / Stewardship Award for each class
- House Points awarded for acts of Stewardship. Total points for each house are collected each week with the winning house given a reward at the end of each term

CLASS:-

- Individual classes may use their own personalised reward system for good work, effort or behaviour, such as; stickers, table points or 'Star of the Day'.

PROCEDURES FOR SANCTIONS

LOW-LEVEL DISRUPTION:-

- Children who display negative behaviour will be given time to reflect on their behaviour and reconcile within the class
- Series of warnings given and if behaviour continues child is sent to Phase Leader for discussion, time to reflect, return to class and demonstrate they have changed their ways.

SEVERE OR PERSISTENT BEHAVIOUR:-

Severe behaviour is classed as:

1. Racist comments
2. Violence
3. Abusive behaviour
4. Swearing
5. Stealing
6. Vandalism
7. Direct confrontation

Procedures for dealing with above:

1. Talk to child about the incident
2. Discussion with Head teacher or Assistant Head teacher
3. Detention (break time)
4. Parents informed

Procedures for dealing with persistent or extreme behaviour:

1. Discussion with Head teacher
2. Detention (Lunchtimes, 2-5 days)
3. Parents informed of lunchtime detention in writing

There may be an exception to this such as when the incident is too serious for any of the above steps to be put in place. i.e. Violence against an adult or child resulting in actual body harm.

Strategies for dealing with persistent or extreme behaviour:-

- The school may draw upon the support of external agencies
- An Individual Behaviour Plan may be created
- Parents may be invited to a series of meetings to discuss and review the effectiveness of agreed strategies and importance of follow through at home.

External Agencies

- The Locality Team through a CAF referral
- Children and Adult services
- The Education Psychology Service
- GP and School Nurse
- The Behaviour Support Team
- Outreach Support from Waterloo, Prospect and Riverside schools
- Child and family Therapy

Procedure for exclusions:

The school will follow the Hampshire and DFE (Department for Education) regulations;

1. Notification to parent/carer & LA immediately
2. The Headteacher must arrange a reintegration interview during or following the expiry of any fixed period exclusion.

Appendix One:

Strategies to support behaviour management:

1. Internal referral to School SEN team using referral form (Appendix Two)
2. In-school support that could be offered:
 - Emotional Literacy Support
 - Learning mentor
 - Circle of Friends
 - Social Stories
 - Home School Link Worker
 - Home/School communications book
 - Planned play
 - Structured timetable for lunchtime
 - Consistent intervention plan
 - Reward Charts
 - Social Skills Group
 - Behaviour diaries and lunchtime slips
 - Child Friendly Individual Behaviour Plans
 - Playground incident reports (Appendix Three)
 - Detentions

Appendix Two:

Referral form for support for a pupil from SEN team

Name of child: _____ **Class:** _____ **Year group:** _____

SEN code: _____ **Name of teacher:** _____ **Date:** _____

Referral: (Form to be completed by class teacher and then placed in Mrs Flanagan's pigeon hole)

Reason for referral:

Outcome required:
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Response: (to be completed at weekly meeting by CF/LF/LG)

Support or intervention recommended:

Suggested length of intervention and date and time for sessions:

Exit strategy: 			
Parent informed	yes	no	date
Review required	yes	no	date

Appendix Three

St Thomas More's Catholic Primary School

To educate and inspire every child to fulfil their unique giftedness within a loving Catholic community

Playtime Incident Slip

(If more than one child is involved, fill in details common to all then photocopy before filling in names. **Hand a copy directly to each child's teacher.**)

Name: _____ **Date:** _____

Others involved: _____

Incident:

Verbal threats to other children	
Physical threats to other children	
Actual physical harm to others	
Fighting	
Name calling	
Swearing at other children	

Being rude to adult	
Swearing at adult	
Refusing to do as asked	
Damage to other's belongings	
Taking other's belongings	

Other: _____

Witnesses: _____

Completed by (Print name): _____

Action taken by duty adult: (5 OR 6 MUST BE COMPLETED)

1. Discussed incident with all concerned (Detailed below or overleaf)	
2. Controlled play away from area of incident	
3. Time out given on playground with adult	
4. Sent in off playground to detention area	
5. Incident dealt with. Teacher informed but no further action necessary	
6. Incident dealt with. Teacher informed and sufficient detail given for them to follow up	

Details of incident: (CONTINUE OVERLEAF IF NECESSARY, INCLUDING THE POINT OF VIEW OF ALL INVOLVED)

Action taken by class teacher:

1. Discussed incident, and agreed strategies	
2. Parents informed	
3. Discussion with parents for persistent incidents (3 detentions in half term)	
4. Playground plan & SENCo involvement	
5. Referral to Headteacher if above steps have not resolved issue(s)	

Completed by: (Class Teacher): _____