



St Thomas More Catholic First School

Behaviour Policy

Learning, loving and living together with Christ

At St Thomas More we believe that our school should be a place where all children and adults feel secure and are valued.

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 every one 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 learners.

In our school we promote good behaviour through positive behaviour management and the development of self-esteem and personal responsibility.

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

A CLIMATE FOR GOOD BEHAVIOUR

We aim to provide a secure, attractive, stimulating and well-organised environment that will encourage high standards of work and behaviour and develop a sense of self worth in the children and pride in the school.

Teaching is well matched to children's abilities, needs and interests to ensure that children are well motivated and involved in their learning. Games and activities promote positive play at break and lunch times.

Staff provide good role models and help to develop good relationships throughout the 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 circle time and at School Council.

All staff share the responsibility for promoting good behaviour with all children, at all times, wherever they are in the school.

SCHOOL RULES

The school rules have been developed by the children themselves. 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

Each class develops its own rewards and breaks down the rules and expectations of what good behaviour looks like and discusses the behaviour expected in the classroom.

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REWARDS

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
- Achievement assembly
- special certificates.

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 and 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 will be reinforced through the curriculum, through personal and social education, in assembly and in the daily life of the school.

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 children to do 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.

SANCTIONS

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

- visual and/or verbal disapproval
- discussion with child about the behaviour and how it can be improved
- moving to another table
- time out in another class
- a quiet time away from others
- missing playtime
- being sent to the Key Stage Co-ordinator, INCO, Assistant Head teacher or Head teacher
- a quiet word with a parent after school

- an individual behaviour plan may be drawn up to support the child. This will be discussed with parents.

LUNCHTIMES

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

At lunchtimes children are supervised by Lunchtime Supervisors, under the direction of the Head teacher.

Any persistent misbehaviour at this time is dealt with by an initial written warning.

Continued misbehaviour will lead to a final written warning and a period of exclusion from the premises at lunchtime if matters do not improve.

PERSISTENT AND/OR SERIOUS UNACCEPTABLE BEHAVIOUR

We will contact parents/carers to discuss any persistent or serious bad behaviour.

Together we can look for patterns of behaviour and possible underlying causes and discuss positive ways of working with each other to improve behaviour.

If the unacceptable behaviour continues, the school will (with parental consent) seek help from support services.

A PLP (personalised learning plan), risk assessment or ROPP (reduction of provision plan) may be set up.

If the behaviour is such that a child is a danger to him/herself and/or harmful to others, then the Head teacher may require a period of exclusion from school, an internal exclusion or ROPP.

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

EXCLUSIONS

Exclusions - temporary or permanent would only be issued under extreme circumstances:

- 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 school 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 and the Worcestershire Exclusion protocol would be followed including the reintegration interview and support for the child.

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. Parent will be informed if this has been used with their child in accordance with the school Policy on the Use of Positive Physical Intervention.

GUIDELINES

The purpose of restraint is to prevent injury of self or others, prevent danger or prevent damage to property.

Approach the situation calmly, talk quietly and give clear, simple instructions and/or warnings before taking any physical action.

Only the minimum force necessary should be used.

Staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk of injury.

RECORDS

Records must be kept of any incidents where force is used.

Records should include the following information:

- the names(s) of the pupil(s) involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- the pupil's response
- the outcome of the incident
- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

The report must be signed and dated.

All injuries should be recorded in the accident book as well as on the appropriate Pupil Accident Form.

Injuries to staff should be recorded in the school's accident book as well as on the appropriate RIDDOR form.

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 parent will be informed. Sanctions will be in line with their behaviour plans.

Date: October 2016

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