

Behaviour Policy

St. Thomas More's Catholic Primary School



Approved by the Governing Body:

Autumn 2025

Next Review:

Autumn 2027

Our Mission Statement

As we walk together with Jesus we love, live and learn.

Intentions

- It is our intention at St Thomas More's to promote good relationships throughout the school between children, between children and staff and between staff themselves.
- To be effective it must be an integral part of the school's culture encouraging a shared sense of responsibility for good standards of behaviour. It must be viewed as a positive promotion of good behaviour not just as a method of providing restraint, control or punishment.
- Our main aim is to help each individual with their academic and also with their personal achievement and with the problems they may encounter with these. It is important that each child is aware of this commitment and that each individual is shown to have equal importance within the school community.
- Positive behaviour makes effective teaching and learning possible by providing a safe and healthy environment in which the obligations of providing a broad and balanced curriculum are met, whilst also promoting spiritual, moral, cultural, mental and physical development for all.
- It is the school's responsibility to teach values as well as knowledge and skills and to provide religious, personal and social education. It also has an obligation to provide the children with realistic and acceptable strategies with which to sort out problems and challenges that they will encounter in the outside world.
- The policy will be evaluated on an annual cycle at a staff meeting and changed where necessary in response to the changing needs of the school.

Aims and Objectives

- The successful implementation of acceptable and co-operative behaviour relies on the commitment of the Head Teacher, all staff, Governors, children and parents to promote the policy consistently and efficiently.
- Children and staff must be made aware of what forms poor behaviour can take and of what strategies should be followed.
- Staff themselves should be good role models that promote responsibility, positive behaviour and self discipline within their own classrooms and also around the school.
- Strategies will be provided to ensure that children are given the right to be heard and fairly treated, with encouragement, to grow into responsible citizens. There will be clear and efficient communication between children and staff and between the staff themselves on how these strategies work.
- Children must feel able to tell staff if they are involved in poor behaviour and the response to such situations should be prompt and consistent following the agreed guidelines set out in this policy.
- All decisions taken by staff will relate to the procedures, standards and values operating within the school and as defined in the school's mission statement.

- It is essential that all unacceptable behaviour is challenged or other children may interpret inaction as condoning such behaviour or see bullying as a quick and effective way of getting what they want.

Principles of Teaching and Learning

- The school's curriculum can provide a powerful means of exploring some of the issues of poor behaviour. Reference must be made also to the impact of such behaviour on all concerned. This can be illustrated through incidents in history, current affairs or through the use of fiction.
- It can be achieved indirectly through curriculum approaches that require children to work together cooperatively, including opportunities for personal evaluation and reflection and on how each individual worked with others and how interaction could be improved or why problems might have arisen.
- We must try to ensure that the curriculum is interesting, challenging and exciting to the children.
- We must keep in mind that academic failure can have negative effects on a child's self esteem which may result in that child looking for alternative sources of status (e.g. to impress friends, don't care attitude, disruptive behaviour)
- As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others.
- The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum.

Procedures

- Rules for each classroom are decided upon by the process of sharing, discussing and negotiation. These rules are displayed in each classroom and will be discussed and reviewed at the beginning of each school year. They will be constantly referred to.
- It is important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success we use the following as rewards.

In each level there are a variety of options, which can depend on age, need or pupil choice.

Level One

Non Verbal Praise,
a smile, thumbs up etc.
Verbal Praise

Privileges or Jobs
Within each class there will be 'perks' as perceived by the children.

Marking Policy
Within class, feedback will be used to build on success and encourage by its comments.

Stickers / Merits/House/ Dojo points
These will be awarded by the class teacher

Level Two

Sharing

In recognition of a particular task or behaviour the pupil may share their success with others, for example:

1. the class
2. the neighbouring class or teacher
3. a chosen adult, e.g. TA/Office Staff
4. postcards home to parents
5. Assistant/Head teacher
6. Wear -Ask me what I have done! badges

Level Three

Whole School in Assembly

1. Worker of the Week
2. House Points/ Dojo Points
3. Sumdogs Competitions, Rock Heroes etc. Certificates

Sanctions

It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child. As with the incentives, there will be different levels.

Level One

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|---|---|
| <p>(a) Praise
Praise those children sitting nearby showing appropriate behaviour in class.</p> | <p>(d) Verbal Warning
A clear concise message which may include the consequence if they do not comply.</p> |
| <p>(b) Non-Verbal
A glare, shake of head, etc.</p> | |
| <p>(c) Verbal
A polite reminder.</p> | <p>(e) Time Out
E.g. A child is asked to move from their seat to another.</p> |

In all these possible strategies once the child has successfully completed their sanction they will have a new beginning - their effort should be acknowledged positively.

Level Two

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|---|--|
| <p>(a) Referral to Assistant Head / Head</p> | <p><u>Parents Informed as Appropriate</u></p> |
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A child may be referred to the Deputy Head/Head. Once a child is referred, a decision will be made on an appropriate sanction from the list below:

1. child to work in another class for a period of up to 30 minutes
2. loss of free time
3. loss of privilege
4. written/verbal apology
5. pupil not allowed on trip, residential or other

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|------------------------------|---------------------------------------|
| <p>(b) Fast Track</p> | <p><u>Parents Informed</u></p> |
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For more serious breaches of the behaviour policy a child will by-pass Level 1 and enter the sequence at Level 2. These breaches may include but are not limited to

1. fighting
2. bullying behaviour including towards those with a protected characteristic e.g. racism
3. bad language (directed at an adult or child)
4. defiance
5. damaging school or others' property
6. Persistently breaking the classroom rules

Exclusion

Parents Immediately Informed

Exclusion is an extreme step and will only be taken in cases where;

- long term misbehaviour is not responding to the strategies and the safety and learning of pupils and/or others is being seriously hindered.
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Exclusion may be for a fixed period e.g. three days, or in certain cases the exclusion may be for just the lunch period. (although this will count as half a day)

For permanent exclusion see the Exclusion Policy

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

Monitoring, Evaluation and Review

The policy will need to be monitored to check effectiveness.

This will be carried out at the end of each academic year and changes made as necessary.