



## **St. Thomas More Catholic Primary School**

South Road, Saffron Walden, Essex. CB11 3DW

Email: [admin@stmsw.co.uk](mailto:admin@stmsw.co.uk)

HEADTEACHER: Mrs. M.J. Hall M.Phil

Telephone: 01799 523248

# **Behaviour Policy**



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### ST THOMAS MORE CATHOLIC PRIMARY SCHOOL BEHAVIOUR POLICY

#### Introduction

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fosters good relations between people who share a protected characteristic and people who do not share it.

This Behaviour Policy has been developed using the DfE advice: [Behaviour in Schools](#)

At St Thomas More Catholic Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Our Catholic values and the values of self belief and tolerance, from our PSHE curriculum, strengthen our approach in behaviour.

All children are individual and incidences of misbehaviour are dealt with on an individual basis within a common framework. The school takes into account the age, stage of development and individual circumstances for all children - for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. Our training in Trauma Perceptive practice informs this approach.

Children need to learn to manage social situations and in doing so may over step common accepted boundaries. In addition, in some extreme situations children's behaviour may become complex and/or unpredictable. It is the school's job to manage these situations sensitively but firmly, in order to support children, family and staff.

This policy is to be read alongside the following, which are all available on our website:

- Governing Body's Written Statement of Behaviour Principles
- Safeguarding & Child Protection Policy
- Complaints Policy
- SEN Policy
- Staff Contact details – who to go to if you have a concern



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### Creating a positive classroom ethos

1. All staff are positive, firm, fair and consistent.
2. Supported learning and teaching is appropriate to ensure children are on task and able to enjoy a sense of achievement and pride.
3. All members of staff are responsible for the well being of all the children in the school. All members of staff constantly look for positive behaviour models to praise. We expect all children to behave to a very high standard.
4. Our RE and our PSHE curriculum are integral parts of our behaviour policy as they help children develop their social skills in an age appropriate way. Circle time is used to discuss and deal with social and behavioural issues in an anonymous way.

### Encouraging Good Behaviour

1. All staff are encouraged to reward effort and behaviour as well as good work.
2. Each class has its own system for rewarding children e.g. star of the day, star of the week, table points, etc
3. House points are used to award individuals and groups for displaying our school values. There are 4 houses: St Bernadette, St Teresa, St Francis and St Peter.
4. Sharing good work and behaviour through the Gold Book promotes our positive ethos.
5. The Headteacher and Senior Leadership Team are always very pleased to see children with good work or for any kind of positive reinforcement.
6. 'Praise' stickers and points are awarded regularly throughout each term for presentation in an Assembly on Friday. Class teachers keep a record of who is chosen from each class and monitor this over the year
7. The Class Council is a method of enabling the class to make decisions and take responsibilities. They debate how children can take responsibility for improving their own behaviour.

### 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.



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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.

Children are asked to reflect on their behaviour, think about who it may have affected and how they can work to make amends and not repeat the behaviour in the future. Restorative meetings may be held between the teacher and pupil if in appropriate behaviour reoccurs.

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.

### **Poor behaviour in playground**

In addition, depending on the incident, staff:

- Should listen to both sides and orchestrate apologies, with advice/verbal warning.
- May give a short 'time out' by asking the child to sit on a bench in the playground.
- May report minor misbehaviour, such as rough behaviour, to the class teacher.
- Must report serious incidents, including racism and bullying, or reoccurring incidents to the SLT who will contact the parents if required.



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- May call for additional support from a Middle/Senior Leader or Headteacher (see Behaviour Chart). A 'Red Triangle' is available to access support if necessary.
- Must ensure that any injury is attended to by a first aider and that this is recorded in the medical tracker and dealt with in accordance with our First Aid Policy. Parents are always informed if an injury is caused by an act of aggression. Head / face injuries are reported verbally to parents.
- If appropriate a Social Story or Behaviour Plan may be created by our to support the child to manage their behaviour and create a framework of strategies.

**Very Serious behaviour issues:** e.g. verbal and/or physical abuse of staff or peers (involving purposeful and extreme anger and violence) sexual harassment, racial, sexist, homophobic harassment and/or name calling, child-on-child abuse, possession of weapons, discriminatory behaviour and bullying.

- Inform the Headteacher.
- Alert parents of both offending children and victims.
- Headteacher (or, in their absence, a Senior Leader) to discuss issue with parents of offending parties.
- Racially motivated incidents are taken extremely seriously. They are recorded on SIMS.

### Possible Sanctions

- Playtime withdrawn.
- No playtime at lunch time.
- A Behaviour Plan may be drawn up by the teacher / SENCO / Headteacher in consultation with the child, parents and appropriate staff.
- Internal exclusion (withdrawn from classroom).
- Lunchtime suspension (reported to governors and Local Authority).
- Suspension (reported to governors and Local Authority).
- Permanent Exclusion (reported to governors and Local Authority).

### Physical Intervention – use of reasonable force

At St Thomas More Catholic Primary School we follow the DfE Guidance on the use of reasonable force: [DfE Guidance on the use of Reasonable Force](#)

Several staff have received training in use of Reasonable Force. Staff who are trained do not need to seek parental agreement, however parents will be informed if reasonable force has been used.