

St Thomas More Primary School

BEHAVIOUR POLICY

Reviewed every two years



Reviewed	Agreed by GB	Next review
Autumn 2023	Autumn 2023	Autumn 2025

RATIONALE

At St Thomas More Catholic Primary School
we believe that everyone has a right to achieve their full potential,
intellectually, socially and spiritually,
through Quality First Teaching
and learning in a safe and harmonious environment.

Positive behaviour at St Thomas More Catholic Primary School is based on our
Mission Statement

“Share the light of Jesus by learning together and loving others”.

Day to day, every pupil is encouraged and supported to...

“Share, Shine, Live, Love and Learn”
...bringing to life our mission statement.

Excellent behaviour at this school is based on
mutual respect between staff and pupils.

The Restorative Approach

to dealing with incidents and managing behaviour
reflects the ethos of our Catholic school, deeply rooted in the
Gospel values of Respect, Forgiveness and Reconciliation.

This policy is updated regularly
to ensure we recognise and meet
the ever-evolving needs of **all** the children in our care.

Zones of Regulation

A whole school approach to managing feelings
with a key focus on **well-being** and **self-regulation.**

From September 2023

we will be introducing a common approach and language for
recognising, describing and managing
our **feelings** and **emotions.**

AIMS

We aim to ensure that St Thomas More Catholic Primary School provides a happy, caring, safe and stimulating Learning Environment where all our pupils can achieve their full potential.

We aim to be a school where:

- all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.
- every member of the school community feels valued and respected
- each person is treated fairly
- our values are built on mutual trust and respect for all

OBJECTIVES

- There will be mutual respect between all members of the school community and everyone will feel safe and welcome.
- No pupil by his or her behaviour may hinder the learning of another.
- All pupils will have equal access to a broad and balanced curriculum regardless of gender, race, religion or ability.

CODE OF BEHAVIOUR

To ensure that these values are upheld, and that teaching and learning can be most effective, the following rules* have been identified in consultation with the staff and school council (on behalf of all pupils).

*This list is not exhaustive. If there is no written school rule against something it does not mean it is permissible. **Any act or behaviour which is against the ethos of this school, against the Christian way of life, or against the law, is not allowed.**

- Pupils and staff should treat each other with politeness and mutual respect at all times.
- Bullying, racism, violence, bad language or fighting are not acceptable and will not be tolerated.
- The school building and resources and everyone's belongings should be treated with respect.
- Pupils should move around the building quietly and gently with due care and attention for the safety of self and others.
- Pupils must not be inside the building at break and lunchtimes without permission from an adult, unless attending Lunchtime club or organised meetings (Light House, School Council).
- When it is raining, pupils should go to their designated classroom and should behave in a sensible and orderly way with due care for safety of self and others.
- Pupils should use the designated quiet gardens in the playground for calm quiet activities only.

- All members of the school community are expected to use the bins provided and keep their school and grounds tidy and safe.
- Full school uniform must be worn by all pupils (this includes PE uniform on designated PE days).
- Dyed hair and extreme hairstyles are not permitted.
- Pupils are not permitted to wear jewellery - with the exception of a suitably sized watch.
- The following items are not allowed in school: mobile phones, tablets, computers or other expensive equipment/ electronic gadgets.
- If any of these items are brought into school, they will be confiscated and parents/ carers will be contacted to organise safe return.
- Pupils may travel to and from on school scooters or bicycles but are not allowed to ride scooters or bicycles on the school playground before or after school.

If we demonstrate the key values from our mission statement... Share, Shine, Live, Love and Learn... and follow these basic rules, our school will continue to be a well-ordered, calm and safe place where teaching, learning and everyone's well-being and safety is at the fore front of day to day life at St Thomas More Catholic Primary School.

BEHAVIOUR PRINCIPLES

At St Thomas More we believe that every pupil has the right to learn, and every teacher has the right to teach.

All staff are expected:

- to **promote** positive behaviour.
- to **recognise** and **celebrate** positive behaviour.
- to **recognise, acknowledge** and **reward** pupils for their positive choices.
- to **reward** positive behaviour rather than to deter or punish unacceptable behaviour.
- to teach, model and reward expected behaviours.
- to have a **positive** and **assertive approach** where clear boundaries are set and enforced **consistently, fairly, calmly, and firmly**.
- to **encourage** children to recognise and talk about their emotions and allow a safe space to self-regulate.
- to recognise there may be occasions when bad choices can lead to unacceptable or dangerous behaviours and these will have consequences.
- to use the **Restorative Approach** to investigate and deal with any unacceptable or dangerous incidents.
- to report and record such incidences on CPOMs.

Where consequences are given or sanctions are used, these should be given in a quiet, non-public and low key way, to protect the dignity of the child.

All staff are expected to apply these principles at all times of the school day and during all school activities including before and after school clubs, play and lunch times, trips outside of school.

The Senior Leadership Team is responsible for reviewing and monitoring the policy.

Pupils are expected to adhere to the policy, under the guidance of school staff.

REWARDS

Success, effort and achievements in class or in any school activities are recognised, acknowledged and praised in each class, each day and there is a special Celebrating Success assembly every Friday to announce the House Team with most points, children nominated as Star of the week, Top Table awards and Attendance awards.

Rewards and recognition include:

House Points: the school is divided into four houses – Red, Blue, Yellow and Green, each house has two team captains and the winning Team for each term earns a special reward.

Star of the week: teachers will award this to a child who has achieved well in any aspect of school life.

Attendance awards: Certificates for best attendance in Key Stage 1/EYFS and Key Stage 2.

Top Table award: for good behaviour and table manners at Lunchtime.

Pupil achievements are celebrated with parents and families in the Weekly Roundup and on the school website.

RESTORATIVE APPROACHES: TIME TO REFLECT

The Restorative Approach to dealing with incidents and managing behaviour reflects the ethos of our Catholic school which is deeply rooted in the Gospel values of respect, forgiveness and reconciliation.

Time to reflect uses the restorative approach of questioning to address incidents of wrong doing and/or conflict in order to reach a resolution in the spirit of respect, reconciliation and forgiveness.

The time to reflect approach gives pupils the opportunity to reflect on their behaviour, take responsibility for their choices and actions and help them reach an understanding of the harm they may have caused.

The process allows all pupils involved to have their voices heard and their thoughts and feelings recognised and acknowledged.

Time to reflect (key questions and form to be used with a pupil following an incident)

What happened?

What were you thinking at the time?

What do you think about it now?

Who has been affected?

How have they been affected?

What needs to happen to make things right again?

Training in the Restorative Approaches is reviewed and updated regularly
(Autumn term 29/11/2023)

ZONES OF REGULATION

From September 2023 we will be working with the children to introduce a common language for describing feelings and emotions. This is based on 'Zones of Regulation'.

The Zones of Regulation is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guiding them towards strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone

This is used to describe **low states of alertness** and down feelings, feeling slow such as when we feel sad, tired, sick

Green Zone

This is used to describe **a calm state of alertness** such as happy, focused, content, ready to learn.

Green Zone is where optimal learning occurs.

Yellow Zone

This is used to describe **a heightened state of alertness** and elevated emotions we may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness.

Red Zone

This is used to describe **extremely heightened states of alertness** and **intense emotions**.

A pupil may be elated, euphoric or experiencing anger, rage, explosive behaviour, devastation, or terror.

PARENTS and CARERS

Our policy recognises the vital role that parents, carers and families play in improving outcomes for children. They are the first teachers in a child's life. Parents and carers have a fundamental role in supporting the high standards and the ethos for which the school is known and indeed is one of the reasons why they selected this school for their children.

PASTORAL SUPPORT FOR PUPILS WITH BEHAVIOURAL ISSUES

Initially a child is supported by the family and school working together in close partnership and if appropriate through external agencies such as CAMHs and Waterside behaviour support services. This will be coordinated by the SENCO. The school will support and guide children on how to make positive choices and what the expectations of the school are. In class, teachers ensure good discipline is maintained and will make reasonable adjustments to support the child access High Quality First Teaching.

SPECIAL EDUCATIONAL NEEDS (SEND)

Pupils whose behaviour is a cause for concern will be seen by the SENCO to investigate whether there may be any indicators of Special Educational Needs. Staff will be advised of suitable strategies to manage behaviour. Parents/carers will be informed and involved in this identification and management process. External support agencies may be consulted if appropriate and necessary referrals made with parental consent.

POSITIVE HANDLING

Staff have received training on Positive Handling.

On rare occasions, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder.
- hurting themselves or others.
- damaging property.

Incidents of physical restraint will:

- always be used as a last resort.
- be applied using the minimum amount of force and for the minimum amount of time possible.
- be used in a way that maintains the safety and dignity of all concerned.
- never be used as a form of punishment.

EQUAL OPPORTUNITIES

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a Protected Characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of individual pupils.

RECORDING INCIDENTS

CPOMS (Child Protection Online Management System) is used to record any serious/repeated behaviours, serious disruption on playground or in class, injury to others, safeguarding concerns, racist incidents/remarks, homophobic incidents/remarks, contact with external agencies. Incidents are recorded electronically on CPOMs by the staff member who deals with/witnesses the incident/behaviour.

- The Classteacher is alerted.
- A member of SLT and/or DSL is alerted.
- The incident will be read and actioned if necessary by Classteacher, SLT or DSLs.
- Parents and carers may be informed of the incident and any subsequent consequences.

PARENTAL CONTACT

The school values the partnership with our parents and carers. Parents and carers will be contacted by phone, email, text or letter. You may be invited to come into school for an appointment to discuss an issue and to plan a joint approach towards resolving problems. Parents are politely reminded that relationships at St Thomas More are built on mutual respect between staff and pupils and this is extended to the contact between staff and parents.

SEARCH OF PUPIL PROPERTY

In accordance with Government legislation, on occasion it may be necessary to search a pupil's property.

RACIST INCIDENTS

The school fully supports the policy of the Royal Borough of Greenwich in tackling racist incidents and they will not be tolerated.

- Racist incidents are recorded on CPOMs and reported to parents.
- Racist Incidents are reported to the Governing Body on a termly basis.

EXCLUSION

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this. Parents will be notified immediately of the reason for the exclusion. At the same time it will be made clear to the parents that they can appeal against the decision to the Governing Body. The Headteacher informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. After any term of exclusion and before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that there should be no risk of a recurrence of the offending behaviour. A written record of the discussion, and commitments to the agreed plan will be made. One copy will be kept in the school's record and one sent to the parent. The Headteacher keeps a record of any pupil excluded for a fixed term or who is permanently excluded. The Local Authority receives the necessary paperwork from the school. It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure the school policy is administered fairly and consistently.