



St Thomas More R.C. Primary School  
Behaviour and Readiness to Learn Policy  
September 2024

# **Behaviour and Readiness to Learn Policy**

## **Mission Statement**

As Servants of God, we follow in the footsteps of Jesus Christ. Through His love, we guide each member of our family on their own spiritual and learning journey to achieve and grow.

We Love, We Learn, We Live with Christ.

Here at St Thomas More RC Primary School, Jesus Christ is our role model. We promote the Gospel messages of love, tolerance, support, forgiveness and care. We believe that all children should be happy and safe. We recognise that whilst every person in our school is unique and special, we are all made in the image and likeness of God and we are all members of God's family. This school firmly promotes reconciliation. A child must always be able to enjoy and experience forgiveness and renewed friendship.

## **Policy Statement**

At St Thomas More RC School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning; in everything that we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, whilst it echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

## **Aims of the Policy**

We are committed to:

- Promoting desired behaviour ensuring that the way we behave and act is inspired by the teachings of Christ.
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- To ensure that all learners are treated fairly and shown respect
- To recognise and celebrate behaviour that is positive rather than giving too much attention to negative conduct.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Creating a calm atmosphere where people care for each other and treat each other with justice, equality and fairness, in the way they would like to be treated themselves.
- Challenging and disciplining negative behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- To promote community cohesion through improved relationships.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Ensuring that the school's expectations and strategies are widely known and understood.
- To help learners take control over their behaviour and be responsible for the consequences of it
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- As an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach, there is an element of flexibility to address the needs of all learners.

## **Key Roles and Responsibilities**

### **The Role of the Governing Body and Headteacher**

- The governing board has overall responsibility for the implementation of this policy and the procedures of St Thomas More RC Primary School and ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school consistently throughout school, and to report to governors, when requested.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher provides appropriate training for all staff in support of them in implementing this policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour via CPOMS
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The Role of Teachers and staff**

All staff are responsible for:

- Staff, including teachers, support staff will be responsible for following the policy and for ensuring pupils do so too.
- Staff will also be responsible for ensuring the policy is implemented fairly and consistently, whilst creating a supportive and high-quality learning environment, teaching positive behaviour for learning.
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately on CPOMS
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **The role Parents and Carers**

- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will be expected to ensure that their child(ren) are 'Ready' for school each day, with the correct uniform/PE kit and equipment for the day (no jewellery or trainers)
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Parents should work closely with school to promote good behaviour.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## **Children will be taught:**

- The expected standard of behaviour they should be displaying at school
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to an adult.
- Children may be asked to complete a reflection sheet to outline the incident so that it can be investigated and dealt with appropriately (see Appendix 2 and 3)

## Our School Rules

At St Thomas More we have Three school Rules;

# Ready Respectful Safe

### **Be Ready:**

- Be ready to learn by sitting correctly, not talking and ready to listen
- Wear the correct uniform at all times and have the correct equipment for school
- Be ready to accept the sanctions when you break the rules

### **Be Respectful:**

- Show respect to all adults in school
- Show respect to other children
- Treat the school buildings and school property with respect

### **Be Safe:**

- Behave in an orderly and self-controlled way
- Follow adult instructions from all members of staff
- Tell a member of staff when they see or hear something they don't think is right

### Definitions of Low Level Behaviour

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting out in class
- Talking when others are speaking
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Intimidating behaviour or language towards others
- Using urban language/phrases to insult or disrespect others
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Disruption on public transport
- Use of mobile phones in school
- Not lining up quietly and safely
- Not following adult instructions

## **Definitions of serious unacceptable Behaviour**

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying**
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy/absconding
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Physical assault
- Verbal abuse
- Repeated breaches of the school rules.

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

***See the schools Anti-Bullying policy for further information***

# Behaviour Practices

## Calm and Consistent

### Sustained Routines

Meet and Greet  
 Wonderful Walking  
 Attention Signal  
 3.2.1 Signal  
 Lining up  
 Transition Time  
 Morning Routine  
 Don't walk on by  
 First Attention to Best Conduct  
 Statement not Question  
 Connect before Correct

### School Rules

Ready  
 Respectful  
 Safe

### Over and Above Recognition

Recognition Boards  
 Message/Phone call home  
 Postcards in the post  
 Sensational Learning  
 Class Dojo  
 Star of the week Assembly/Caritas Award  
 Hot Chocolate Friday  
 Paper Chain- lunchtime

### FIRST ATTENTION TO BEST CONDUCT

|                |   |
|----------------|---|
| 1. REMINDER    | <ul style="list-style-type: none"> <li>You need to ....</li> </ul>  |
| 2. WARNING     | <ul style="list-style-type: none"> <li>I asked you to...</li> <li>You....refer to the rule broken</li> <li>Thank you/Walk away</li> </ul> |
| 3. REOCCURANCE | <ul style="list-style-type: none"> <li>You have chosen to....</li> <li>Therefore...</li> <li>Issue a sanction if appropriate</li> </ul>   |

|             | PAST  | PRESENT  | FUTURE  |
|-------------|---|--|---|
| RESTORATIVE | What happened?<br>What were you feeling/thinking at the time?<br>Who was affected/harmed? | What could you do to make things better?<br>How have you changed your actions since? | How can you do things differently in the future?<br><br>How can we help you to do that? |

## **Recognising and Celebrating Positive Behaviour**

At St Thomas More RC Primary, we believe that rather than focusing on negative behaviour, the greatest emphasis should be placed on 'first attention to best conduct' and recognising the positive behaviour and excellent role models throughout our school. We celebrate positive noticing and positive behaviours in many ways;

### **1. Recognition Boards**

Each class have their own recognition board that children are placed of for being recognised for going above and beyond and demonstrating positive attitudes to their learning and school life. This are celebrated by the whole class and parents are informed at the end of the day via text message of a phone call. Children can be sent to the Headteacher or Deputy Headteacher for added recognition.

### **2. Class Dojo**

These are awarded by adults who recognise children who are trying their best in their learning and demonstrating positive behaviours around the school. At the end of the term each class celebrates with a Dojo Treat (own clothes/movie/treats)

### **3. Paper Chain- Lunch Time**

During lunchtime, in the dinner hall or outside on the playground- during OPAL play, lunchtime supervisors positively notice children setting the right example and are given a paperchain when recognised. The Paper Chains are all linked together throughout the week and celebrated during Friday's Assembly.

### **4. Sensational Learning**

This is spontaneous public praise when positive learning behaviour is recognised in class. Children can be awarded dojo's/stickers by any adult who has recognised this. Children can be sent to the Headteacher or Deputy Headteacher for added recognition. A text message/postcard could be sent home spontaneously by the class teacher/adult

### **5. Star of the week Assembly**

The class teacher selects children for demonstrating positive learning qualities; being active and engaged, resilience and determination, making links, collaboration and independence to name just a few and many more as each certificate is bespoke to that child.

**Saint Award-** A child is selected from each class for demonstrating Gospel Values and following in the footsteps of Jesus Christ, through many positive ways- which are explained and awarded by each of the class teachers in assembly.

### **6. Hot Chocolate Friday**

As a special recognition, the children who received Star of the Week and Saint Awards receive a Hot Chocolate with the Headteacher or Deputy Headteacher on Friday afternoon.

### **7. Positive Noticing Day**

During November, we have a day specifically for Positive Noticing, where every child and adult in the school will receive a label by another child/adult for something that they have been positively noticed for, that they will take home. This is a wonderful day, that brings our school community together to build confidence and self-esteem to everyone- and go home with a skip in their step.



## **Responding to poor behaviour/Sanctions**

At St Thomas More RC Primary, we want children to know and to understand when they have made poor behaviour choices. They also need to learn that there is a consequence that something happens if they have behaved inappropriately.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken in to account.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

The school may use a number of different sanctions, in response to unacceptable behaviour: which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility / missing an extra-curricular activity
- Missing minutes break / lunchtimes (they will have their break at another time)
- Using time-outs (to reset then get back to learning)
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning home
- Speaking to parents/carers at the end of the school day
- Complete a STAR Chart- recorded on CPOMS
- Contacting external agencies such as social services
- Internal exclusion
- Excluding the pupil

## **Supporting children following a sanction**

Following a sanction, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- A restorative conversation with the child (**See Appendix 1**)
- A restorative conversation with the child and parent
- Reintegration meeting with the child and their parents
- End of the week meeting with the Headteacher to review progress

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil must report this to the headteacher using CPOMs.

- Minor Problems will be dealt with by the class teacher
- More serious offences by the class teacher/Key Stage Leaders
- Most serious offences will be brought to the attention of the Headteacher or Deputy Headteacher

Records are kept on file and monitored. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in another classroom whilst an investigation by the headteacher/SLT takes place. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

### **Mobile Phones**

Children in Year 6 who walk to school are allowed to bring their mobile phones to school. They should hand their phones into their class teacher every morning. The phones will be taken to the school office and will stay there until the end of the day. They should never be left in bags or coats or used during school hours.

### **Food and drinks**

Children in KS2 may bring fruit from home to eat at morning break. Children in KS1 have access to fruit through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. We are a **Nut free** school so no snack containing **Nuts** are permitted in school.

Children should bring a water bottle (not too large) into school and will have regular access to water. No drinks, other than **water**, are to be consumed in school.

### **Jewellery**

Watches are the only item of jewellery which may be worn at school but these must be removed during P.E. and swimming lessons. **Earrings** of any kind are not permitted for safety reasons. Children will be asked to remove earrings or wear plasters over them. There are plastic space holders available for newly pierced ears.

### **Personal Property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Parents should ensure that children's names are written on all items of clothing. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). All stationery and equipment needed is provided by the school so children should not bring in their own pens, pencils, etc (unless the class teacher has given permission) as we find that these often cause distraction in lessons. Any money brought into school should be handed in as soon as possible and never left in bags or coats.

### **Outside school and the wider community**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### **Pupils with Special Educational Needs**

We recognise that the whole school behaviour system may be inappropriate for a small number of children. It may be necessary to devise a more personalised approach for these children based on their individual needs. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate.

## **Safeguarding**

At St Thomas More RC Primary School the health, safety and well-being of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils. We listen to our pupils and take seriously what they tell us. All school staff are trained in Child Protection, and children are made aware of the adults they can talk to if they have any concerns. Staff are trained to look out for signs of physical/emotional harm or neglect and are required to report these to the Designated Safeguarding Lead (DSL).

The procedures which we follow have been laid down by Rochdale Safeguarding Team and the school has adopted a Child Protection Policy in line with this, for the safety of all. On rare occasions our concern about a child may mean that we have to consult other agencies. We will ensure that all concerns are discussed with parent/carers first, before any referrals are made, unless we believe that such a move may be contrary to a child's welfare.

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- 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
- Be recorded and reported to parents/carers

## **Team Teach**

In the event of a child putting themselves at risk or other children at risk then Mrs Butterworth and other members of staff are trained in Team Teach techniques. These are holding strategies that keep children safe.

## **Monitoring this policy**

This behaviour policy will be reviewed annually by the Headteacher and the Governing Board.

## **Links with other policies**

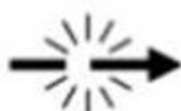
This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy
- Anti-bullying policy



# St Thomas More RC Primary School

## Restorative Record Sheet



What happened?



How were you feeling?



Who has been affected?



How can we make this right?



What have we learned from this?

## Children's Reflection Sheet (KS1)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Year: \_\_\_\_\_

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>What happened?</u></b></p>           | <p style="text-align: center;"><b><u>What did I do?</u></b></p>            |
| <p style="text-align: center;"><b><u>What should I have done?</u></b></p> | <p style="text-align: center;"><b><u>What will I do next time?</u></b></p> |

Signed.....

Date.....

Teacher.....

Position.....

|          |  |              |  |          |  |            |  |
|----------|--|--------------|--|----------|--|------------|--|
| Physical |  | Racist       |  | Domestic |  | Attendance |  |
| Verbal   |  | Safeguarding |  | Health   |  | Emotional  |  |

## Children's Reflection Sheet (KS2)

**Name:**.....

**Class/Year:**.....

**Date:**.....

|  |
|--|
| What happened?                           |
| Who else was involved?                   |
| Where and when did it happen?            |
| Could I have done something differently? |
| Agreed points                            |
| Action taken                             |

Signed.....

Date.....

Teacher.....

Position.....

|          |  |              |  |          |  |            |  |
|----------|--|--------------|--|----------|--|------------|--|
| Physical |  | Racist       |  | Domestic |  | Attendance |  |
| Verbal   |  | Safeguarding |  | Health   |  | Emotional  |  |