St Thomas More Primary School
DISCIPLINE AND BEHAVIOUR POLICY
Reviewed every two years

<table>
<thead>
<tr>
<th>Reviewed</th>
<th>Agreed by GB</th>
<th>Next review</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2016</td>
<td></td>
<td>Autumn 2018</td>
</tr>
<tr>
<td>March 2019</td>
<td>Resources 12/3/19</td>
<td>Spring 2020</td>
</tr>
</tbody>
</table>
INTRODUCTION

We aim to ensure that St Thomas More Catholic Primary School is a happy, caring and safe Learning environment where our pupils can attain, achieve and ultimately be the best they can, where every member of the school community feels valued and respected, and that each person is treated fairly and that our values are built on mutual trust and respect for all.

At St Thomas More Catholic Primary School we believe that everyone has a right to achieve their full potential, intellectually, socially and spiritually, through good teaching and learning in a safe and harmonious environment; we foster the positive values of consideration, tolerance and self-respect and respect to our God.

Our policy recognises the vital role that parents, carers and families play in improving outcomes for children at our school. This policy aims to help children grow so that the can be positive, responsible and increasingly independent members of the school community, who know how to show respect and kindness to others.

Aims and Objectives:

1. Discipline in the school is based on the Mission Statement and the words of Christ: “Love one another as I have loved you”. This love is supportive and all embracing but in addition it has to be firm as well.
2. Every pupil in the school has the right to learn. No pupil by his or her behaviour may hinder the learning of another. There should be mutual respect between all members of the school community; everyone should feel safe and welcome.
3. All pupils should have the right to be taught in a secure environment – both physically and mentally. All pupils have equal access to the curriculum regardless of gender, race or ability.
4. Good behaviour at the school is based on mutual respect of staff and pupils and no one may opt out from this. There is, at the same time, a clear structure of authority, with staff in charge, as they have more maturity, experience and wisdom, to decide what is good for the children. This may not be challenged or undermined.
5. The school buildings, school property and other people’s property should be respected and well treated.

Code of Behaviour

To ensure that these values are upheld, and that teaching and learning can be most effective, the following rules were also identified by the pupil body:

1. Pupils should speak to all staff politely at all times. All pupils are required to accept the authority of the Head of School and his/her staff.
2. Pupils and staff should treat each other with politeness and respect at all times.
3. Bullying, violence, bad language or fighting are not acceptable and will not be tolerated.
4. Pupils should move about the building quietly and gently and must vacate the building at break and lunchtimes unless attending a lunchtime club. When it is raining pupils should go to the designated room where they should behave in a sensible and orderly way.
5. The school buildings, school property and other people’s property should be respected and well treated. Graffiti spoils property and is not allowed anywhere in school. Pupils are asked not to drop litter but to use the bins provided.
6. Full school uniform must be worn by all pupils to, from and in school (this includes indoor, outdoor and PE uniform). Uniform should be worn in the correct manner.
7. Dyed or coloured hair is not permitted. Extreme hairstyles are not acceptable.
8. Pupils are not permitted to wear makeup.
9. Pupils are not permitted to wear jewellery - with the exception of a suitably sized wrist watch.
10. The following items are not allowed in school at all: knives (including penknives) or any other type of weapon or any other items that could be used as a weapon, drugs, alcohol, cigarettes, tobacco, chewing gum, or offensive printed or digital materials of a sexual, violent, racist, or discriminatory nature.
11. The following items are not allowed in school: mobile phones, tablet computers or other expensive equipment. If these items are brought into school, they will be confiscated and returned to parents/carers.
12. Pupils may not bring items into school with the intention of exchanging or bartering them with other pupils. It is also forbidden to buy or sell items from other pupils in a personal arrangement. (This obviously does not include organised charity events.)

13. All pupils must arrive in the school playground ready to start school at 9am.

14. A phone-call should be made before 10.00 am on the first day of absence. This must be followed up by a letter from parents/carers, brought to school on the day of return if a pupil has been away for two days or more.

15. Pupils may bring scooters or bicycles on to site. These must be stored safely in the appropriate storage spaces. Pupils, or other people, are not allowed to use scooters or bicycles on site, unless, in a supervised session.

16. School rules operate during the period of a pupil’s journey to and from school, in uniform or not. Equally, if a pupil goes home and changes out of uniform, and then attacks or interferes with other pupils on his/her way home, he/she will be treated as coming under the full jurisdiction of school rules.

17. When a disciplinary matter is being investigated pupils are required to tell the truth. Any deliberate attempt to mislead or misinform or withhold information will be treated as a serious matter.

If we can uphold these values and follow these basic rules the school will be a well ordered, calm and disciplined place where teaching and learning are the main focus. The fact that there is no school rule against something does not mean it is permissible. Anything which is clearly against the ethos of the school, against the Christian way of life, or against the law is not allowed.
These rules are embodied in the Class Contract, which is printed and displayed in each teaching room, after members of the class have discussed and signed the contract.

Everyone Class X will always do their best and try their hardest to follow the rules. We all understand that if we follow the rules we will get rewards but if we choose not follow the rules there will be consequences.

Signed,
All pupils in Class X

Parents/Carers

Parents/carers clearly have a fundamental role in supporting the high standards and the ethos for which the school is known and indeed for which they selected this school for their children. The Home School Agreement articulates the ways in which parents/carers have agreed to support the expectations of the school community.

- By supporting the ethos of the school. By maintaining good communication and by attending school meetings.
- By ensuring that there is a clear example of the Catholic values and ethos in the home, and that the pupils bring good standards of behaviour into school with them. By ensuring that their children are secure enough and independent enough to do the right thing.

The school also has a responsibility toward the parents/carers and pupils to ensure that justice is always paramount and that injustice, if it occurs, is acknowledged and corrected.

The school also has a responsibility toward the parents/carers and pupils to ensure that justice is always paramount and that injustice, if it occurs, is acknowledged and corrected.
Rewards
Effort and achievements in class or in any school activities are acknowledged in the following ways:

1. House Points: The school has been divided into four houses – Red, Blue, Yellow and Green. Each house has two team captains who are responsible for collecting the house points on a weekly basis.
2. Raffle tickets: Children will earn raffle tickets and will have the chance to win a prize in the weekly prize draw.
3. Achievers of the week. On a weekly basis teachers can award – Writer of the week, mathematician of the week, speller of the week, Reader of the week and the Best Effort Cup. A child who wins the best effort cup will be given the class trophy which they can keep on their desk for the following week.
4. Each class has an achievements board. The achievement board displays a copy of the school rules and the school motto, the rewards and sanctions as well as the procedure that will be followed by every teacher across the school.
5. Certificates for attendance.
6. Merit badges and certificates awarded by the Head of School at full school assembly.
7. Sporting trophies displayed.
8. Pupil artwork framed and displayed around the school corridors.
9. Pupil work displayed on the walls and noticeboards in the classrooms and corridors.
10. Photographs displayed to show the events in which pupils have been involved.
11. Accounts about pupil activities and achievements in the newsletter.

Restorative Approaches: Time to Reflect
Time to reflect uses restorative approaches to address incidents. The time to reflect approach gives pupils the opportunity to reflect on their behaviour, taking responsibility for their choices and actions, thereby understanding the harm they may have caused. This process allows for all pupils involved to feel that they have had their thoughts and feelings taken into consideration by others.

The Time to Reflect, restorative approaches mediation can be seen to reflect the ethos of our Catholic school community, especially the Gospel values of respect, forgiveness and reconciliation.

Restorative Approaches can be seen to reflect the ethos of our Catholic school community, especially the Gospel values of respect, forgiveness and reconciliation.

Time to reflect (key questions 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 else has been hurt by what happened?
How did it hurt them?
What need to happen to make things right again?

Punctuality
Punctuality at the beginning of the school is important to enable pupils to participate in learning activities as soon as they arrive, as well as develop an appreciation to the importance and value of their education. Pupils who arrive late for school are entered into the late book on arrival. Pupils arriving after 9am are report to the school office where their names are recorded. Families, who repeatedly bring their child to school late, will be asked to discuss this matter with the Head of School.

Sanctions
There will be times when pupils do not uphold the values, break the rules and therefore there is a need to impose a sanction. While a sanction is in itself a punishment it should be seen by staff and pupils as having a positive purpose. It is to encourage the pupil to consider his/her behaviour and make amends, and it is to demonstrate to the rest of the pupils that the values and rules are important and for the common good and therefore should not be flouted. It is important that a pupil is allowed to make mistakes, learn and grow. There is always an element of reconciliation in any sanction. Even when there is the need for a permanent exclusion it should be viewed as the chance for a new beginning, a clean slate for the pupil in question. It should be stated that the pupils at St Thomas More School do have a well-developed sense of justice and are generally willing to admit to inappropriate behaviour and to make amends.
In lessons

The following are examples of sanctions which teachers may employ, using their professional judgement, as to which are appropriate.

a. A frown or a shake of the head on catching the pupil’s eye.
b. A verbal reminder that a pupil should be on task. This could be simply calling the pupil by name or asking them to concentrate on the task in hand.
c. A reminder that the pupil’s behaviour is inappropriate in a classroom or other learning situation.
d. A child may be have their name moved from “Green” to “yellow” or “red”, to visually indicate that their conduct has fallen below expectations. If a child is moved to red, the incident will be formally recorded and the child referred to a member of the Senior Leadership Team. (SLT)
e. Children who have been involved in an incident will have the opportunity to reflect on their behaviour, using the Restorative approaches, Time to Reflect process.
f. The class teacher notifies the family of the child of an incident.
g. If a pupil has become agitated or is preventing the lesson from continuing he/she can be asked to leave the classroom for a few minutes to ‘cool off’. The pupil should then be invited to return to the class and to behave in an orderly and reasonable manner.
h. If the teacher considers that a pupil is preventing the lesson from going ahead by his/her behaviour the pupil should be sent to a member of the SLT.
i. A pupil may be detained for their play time and, or their lunch break.
j. If a pupil behaves in an unsafe or potentially dangerous manner, especially in a practical lesson, he/she will be forbidden to take part in that particular lesson and will have to watch from the side, taking notes, instead of taking part.
k. If a pupil arrives late to the lesson, fails to bring correct equipment, fails to do or hand in homework, wastes lesson time, etc the teacher may decide to impose a break or lunch time detention to ensure that work is completed and poor study habits are changed.

Sanctions around the school

Behaviour around the school, on the corridors and in the playground is as important as behaviour in class. All staff and pupils have a duty to ensure that high standards of conduct, courtesy and polite language are maintained at all times. Adults outside are responsible to work together to resolve issues in the playground using a restorative approach in an effort for the behaviour to be of the expected standard. Through clear guidance, staff on duty are to provide guidance to the children as to how to behave appropriately and support them to build their confidence to resolve the playground issues independently.

Where there are breaches of the values and rules the following sanctions will apply.

a. A verbal reminder of the school rules or of the expected standards.
a. A pupil may be removed from the playground and their class teacher informed of the incident.
b. If a pupil is misbehaving during play or lunchtime they may be told to report to the dining room at lunchtime where they will be detained and may do a useful duty. This is to keep them out of the playground where they have caused the nuisance and to put them under the supervision of a member of staff.
c. If the behaviour warrants it, an incident form is completed and the child is referred to a member of the SLT.

Parental contact

The school values highly the close partnership enjoyed with our parents/carers. Parents/carers will be spoken to by the class teacher or contacted by phone or letter. Parents/carers may be invited to come into school for an appointment to discuss an issue and to plan a joint approach towards resolving problems.

Written punishments

Written punishments may be given as a sanction. These are usually not subject specific and may be in the form of copying text from a book. Staff will be aware of difficulties these may cause to pupils with specific learning difficulties and make allowances for this where appropriate.

Exclusion from lessons

This is for serious offences and will only be done with prior agreement with the Head of School. Arrangements for the supervision of the pupil and the setting of work will be made. The parents/carers will be informed.
**Search of Pupil Property**
In accordance with Government legislation, on occasion it may be necessary to search a pupil’s property.

**Incident Forms**
Incident forms are used in cases of serious disruption.
Procedure –

1. Form is written by staff who witnesses the incident/behaviour.
2. Form is passed on to the Head of School or a member of the SLT, for action.
3. A copy is made for the class teacher and pupil filing.
4. Parent / carers’ informed of the incident and any subsequent actions or sanctions.

**Report Cards**
A report card is designed to support the process of reinforcing positive behaviours.

Following consultation between the class teacher and a member of the SLT, a pupil may be put on report for a variety of reasons, e.g. work, behaviour.
The pupil and parent/carer are made aware of why the report card is being used and how the system is to operate.
The report card is completed by the class teacher, or where applicable, staff on duty at lunch or play times.
The class teacher is to monitor the report each day and discuss success / issues with the child.
At the end of the report period, the class teacher will review the report cycle with a member of the SLT.

**Racist Incident Form**
The school fully supports the policy of the London Borough of Greenwich in tackling racist incidents. Any racist incidents are recorded on the Racist Incident Report Form and termly returns are made to the Borough. In addition to punishing any such incidents, staff are to ensure that the offending pupil is clear about why racism will not be tolerated in society and especially in a Catholic school.

**Pastoral Support Available for Pupils with Behavioural Problems**
Initially a child is supported by the family and then through outside influences, such as a school, to develop their knowledge and understanding of how to behave appropriately. The school will support and guide children how to make positive choices and what the expectations of the school are. In class, their teachers ensure that good discipline is maintained. When pupils are unable to maintain good behaviour and choose to break the rules or defy the authority of the school, as part of the Restorative Approaches, Time to Reflect process, children are given support to resolve behavioural or study difficulties. If appropriate pupils will be set targets, which will be recorded on a Report card.

**Special Educational Needs (SEN) Register**
Pupils whose behaviour is a cause of widespread concern to staff will be investigated by the SEN Co-ordinator (SENCO) to see whether there are any underlying conditions that would place them on the SEN register. Staff will be advised of suitable strategies. Parents/carers are fully informed and involved in this identification and management.

**Pastoral Support Programmes (PSPs)**
Since 1999 the Government has requested schools to put in place Pastoral Support Programmes for pupils who fall into one or more of the following categories:

- Pupils whose behaviour is deteriorating rapidly
- Pupils at risk of criminal activity
- Pupils who have had several fixed term exclusions
- Pupils at risk of failure through disaffection
- Pupils at risk of permanent exclusion

The PSP is a school-based intervention to help individual pupils better to manage their behaviour. The school will invite the parents/carers and an LEA representative to discuss the causes of concern and what is reasonably required of the pupil to put the situation right both academically and socially. Targets will be set and monitored. The LEA will offer help and monitoring. The PSP should identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviour occurs.
**Outside agencies**
The Head of School or SENCO may sometimes make the judgement to involve outside agencies. This will be dependent on the availability of such resources.

**Exclusions**

**Fixed-term exclusions from school**
Fixed-term exclusions are used either for serious misdemeanours or when other avenues have been explored, or as a result of a serious incident. Serious incidents which may merit a fixed term-exclusion would be, for example:

- refusing to accept the authority of staff
- fighting or aggressive behaviour
- making serious threats to pupils
- incitement to serious misbehaviour
- promoting knife culture
- serious theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation, cyber bullying
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing offensive websites such as those promoting or sharing pornography, racism or violence or bringing such materials on site.

Only the Head of School has the power to exclude a pupil. No pupil may be given fixed term exclusions totalling over 45 days in one academic year. All exclusions are notified to the Local Authority. Any single exclusion of fifteen days or over has to be considered by a committee of governors. Pupils who are excluded for a fixed period will be reintegrated into the school by staff, and a strategy put in place to promote positive behaviours in the future. Parents / carers’ will be involved in this process.

**Permanent exclusion**
The Permanent Exclusion of a pupil is always a very painful time for the pupil and family as well as for the school and the classmates of the pupil. However, the Head of School always has to bear in mind his duty of care to the other pupils in the school. A pupil would only be excluded permanently from the school as a result of a very serious incident or as a result of a history of disruptive behaviour, when all other avenues have been explored and been unsuccessful. The school is proud of its record of a low rate of permanent exclusions.

Serious incidents which merit permanent exclusion include:-

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse
- persistent and malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, discipline
- serious theft on more than one occasion
- repeated bullying
- repetition of other behaviour which has already merited a fixed term exclusion
- consuming or bringing alcohol on to the school premises with the intention of doing so, or coming into school having consumed alcohol
- behaviour which shows the pupil to be beyond the control of the Head of School
- possessing, handling, supplying or offering to supply a controlled drug or substances purporting to be a controlled drug on or near the school premises
- being under the influence of a controlled drug
- bringing weapons into school
- engaging in any other activity which is unlawful
All permanent exclusions have to be ratified by the Governing Body. In addition, parents have the right to appeal to an independent panel.

**Pupil Documentation**
Parents/carers are advised that documentation on pupils is held securely by the School in both paper and digital format. The School is registered under the Data Protection Act (1998).

See:
DFE: Exclusion from Maintained schools, academies and pupil referral units in England, 2012
DFE: The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;