



**ST THOMAS**  
**CE (VC) PRIMARY SCHOOL**

# Behaviour Policy

## 2022-2023

<b>Policy Reviewed on:</b>	<b>Sept 2022</b>
<b>Policy approved by Governing Body on:</b>	<b>Sept 2022</b>
<b>Policy to be reviewed on:</b>	<b>Sept 2023</b>

# What...

At St Thomas we want our school community to be...

# Ready

to be in school and to learn,

to be

# Respectful

of others at all times,

and to be

# Safe

in all that you do.

# How...

This is how we do it.



Relationships....

Effort....



And following our....

## ST THOMAS TOP 10

Say 'good morning', 'how are you today' and have 'a nice evening'.

Say 'please' and 'thank you'

Try hard with each piece of school work

Use kind words, hands and feet

Eyes on the speaker

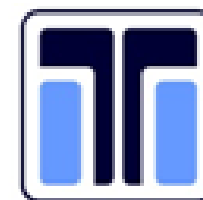
Good listening

Arrive on time

Wear our school uniform

Be proud of our school

Show effort in all that you do



# Ready

# Respectful

# Safe

What this looks like:

***Before school I will aim to:***

- Have a good night's sleep
- Eat breakfast
- Think positively about the day ahead
- Arrive on time
- Be in school uniform
- Have the resources I need for the day ahead.

***In school I will :***

- Listen to instruction
- Be ready to learn
- Be ready in the line at the end of break and lunch
- Enter the classroom quietly
- Show determination and effort in all I do.
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What this looks like:

***In school I will :***

- Listen to and respect the thoughts and opinions of others
- Use kind words
- Use kind actions
- Speak respectfully to others
- Use good manners
- Be honest
- Be helpful
- Wait your turn
- Use school equipment correctly and with respect
- Play fairly
- Look after each other, school equipment and school grounds.

What this looks like:

***In school I will :***

- Act as a positive role model
- Follow the school rules and routines
- Keep my hands, feet, objects and unkind words to myself
- Walk calmly around school and keep to left down corridors and stairs.
- Play with equipment safely at break and lunch
- Make sure I am always where I am meant to be
- Be sensible in the toilets and wash my hands
- Will tell a grown up if I need help with anything.

What is how we follow our school behaviour mantra at St Thomas- these ideas all came after consultation with staff, pupils and the wider school community.

## **PRAISE PRAISE PRAISE**

**St Thomas pupils make good choices every day and show good levels of self-regulation. They are polite, hardworking and want to impress.**

**This needs celebrating.**

**Every classroom will have a recognition board. The contents of which can be managed by individual teachers and be appropriate for age and stage but may include:**

- **Star of the week**
- **Table of the week**
- **Highest Dojo scorer**
- **I am texting' poster**
- **Spotted getting it right post its**
- **Staff Shout Outs**
- **Homework Heroes**
- **Achievements celebrations (certificates etc from home)**



**ClassDojo** is a digital classroom management tool designed to help our teachers promote positive behavior. Each student gets an avatar, which the child can personalize, and teachers create goals or behaviors to track, such as completing homework, participating in class, staying on task or demonstrating effort. In our reception and year one classes we use class dojo to acknowledge when a child has completed one of their independent challenge activities, ensuring that our children engage in their own learning when not directly supported by a teacher. Teachers use their iPads or computer in class to give points. Each student's points can be displayed via a smart board and shared with the children or families. Every point earned contributes to the children's house point scores, promoting great teamwork and collaboration across the whole school. We can show you your child's dojo on parent's evening, celebrating their attitude and efforts. Most importantly, the children really like it because it's fun.

## Steps for managing inappropriate or challenging behaviour

*Definition: Behaviour which shows pupil(s) are not meeting our expectations of being Ready, Safe, Respectful*

**The behaviour management system has 4 Level, detailed as below. The first two relate to managing children within class.**

**These stages will not always be linear and can adapted and adjusted to suit the needs of individual students.**

<b>Positive behaviour is rewarded at St Thomas</b>	<b>Unacceptable behaviour is challenged at St Thomas</b>			
<b>Teacher / ETA</b>  <b>This is the essential part. It's building strong foundations, creating relationships and nurturing each pupil</b>	<b>Teacher</b>		<b>Pastoral Team Supported by SLT</b>	<b>SLT</b>
	<b>This is where a pupil has crossed a line and we put the needs of the majority first.</b>			
<b>School Council Voice</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Choices</b>	<b>Choices</b>	<b>Choices</b>	<b>Choices</b>	<b>Choices</b>
<ul style="list-style-type: none"> <li>• Be ready, Be respectful, Be safe</li> <li>• Show effort in work</li> <li>• Being polite</li> <li>• Being helpful</li> <li>• Being a kind friend</li> <li>• Walking sensibly around school</li> <li>• St Thomas Top 10</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task</li> <li>• Distracting other children</li> <li>• Unsafe movement around the classroom</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Disrespectful attitude to another child or adult</li> <li>• Not ready, respectful or safe</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour</li> <li>• Not following reasonable requests</li> <li>• Deliberately not completing task set</li> <li>• Behaviour that causes others distress (first instance reported)</li> <li>• Bullying type behaviour (first instance reported)</li> <li>• Disrespectful language and attitude to another child or adult that causes distress</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 2 behaviour</li> <li>• Leaving the learning environment without permission</li> <li>• Verbal abuse including racism</li> <li>• Physical violence</li> <li>• Loss of temper</li> <li>• Significant deliberate damage to another child's or school property</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour</li> <li>• Physical violence resulting in actual physical harm</li> <li>• Leaving the school premises without consent</li> <li>• Vandalism</li> <li>• Defiant behaviour</li> <li>• Putting others and themselves at risk in any way</li> </ul>
<b>Rewards</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>

<ul style="list-style-type: none"> <li>• Dojo points</li> <li>• Raffle tickets</li> <li>• Merits</li> <li>• Stickers</li> <li>• An award in Good Work Assembly (Good work/ #teamthomas)</li> <li>• Show work to another member of staff (subject leader)</li> <li>• Parents/carers text/discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Redirection</li> <li>• Move to another area</li> <li>• Time out</li> <li>• Loss of privileges</li> <li>• Loss of playtime or part of play time</li> </ul>	<ul style="list-style-type: none"> <li>• As level 1</li> <li>• Removal to another class for a fixed period.</li> <li>• Discussion on return</li> </ul>	<ul style="list-style-type: none"> <li>• As level 1 &amp; 2</li> <li>• Extended timeout period in RSG room or another room</li> </ul>	<ul style="list-style-type: none"> <li>• As level 3</li> <li>• HT/DHT will formally meet with parent/carers to discuss pupil's actions and how best to support pupil's needs</li> <li>• Educational Psychologist involvement</li> <li>• Behaviour Support Service support school to support pupil</li> <li>• Outside agency referrals</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> <li>• Behaviour logged on CPOMS</li> </ul>
	<b><i>Led, managed and followed up by class teacher but supported where needed by inclusion team and SLT</i></b>			
<b>Follow up actions for staff</b>	<b>Teacher</b>	<b>Teacher</b>	<b>Teacher/Pastoral Team</b>	<b>Teacher/Pastoral Team/SLT</b>
<p>*CPOMS incident tags will include level 1,2,3 tags</p>	<ul style="list-style-type: none"> <li>• 1:1 chat with teacher</li> <li>• Behaviour logged in class incident book</li> <li>• Behaviour logged on CPOMS weekly if 3 + incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Notify parents advising of incident (pre-worded text)</li> <li>• Behaviour logged on CPOMS (Level 2)</li> <li>• Teacher will meet informally with parent/carers to discuss supporting pupil's needs if repeated incidents ( x3 week) or issues ongoing</li> <li>• Meeting to be recorded on CPOMS</li> <li>• Daily communication agreed</li> <li>• Inclusion team informed/referred to for advice</li> <li>• Set small step targets to support positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour logged on CPOMS (level 3)</li> <li>• Senior Leadership Team /Inclusion to interview pupil</li> <li>• Information meeting with parent/carers</li> <li>• Meeting and incident are logged</li> <li>• Increased support from Inclusion Team</li> <li>• Outside agency involvement</li> <li>• Pastoral Support Plan put in place</li> <li>• Risk assessment undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• Formal letter to parent/carers requesting a formal meeting should behaviour continue</li> </ul>

<ul style="list-style-type: none"> <li>CPOMS incident tags will include level 1,2,3 tags</li> </ul>
<ul style="list-style-type: none"> <li>Behaviour logs on CPOMS will be monitored fortnightly by LM team to look for trends, patterns, concerns. This will be supported by SLT</li> </ul>

<b>OUTDOOR PLAY</b>	<p>For low level incidents pupils can be guided in their choices and directed to a different area of the yard or choice of activity Pupils demonstrating unkind or inconsiderate behaviour will receive 'time out' during playtime. A rolling record of incident will be maintained to monitor. If further misdemeanours or a pattern of negative behaviour emerges, then a range of intervention can follow. This may include sanctions, nurture and parental notification and involvement.</p>
	<p>As a follow, up to a significant number of low-level incidents or single more serious incident pupils may be guided to a specific activity with a specific group of children and single adult. An additional adult on duty may be required for this. It may be appropriate for a child to miss a playtime. Careful consideration should be given to supervision and alternative activity. Support staff who supervise pupils during playtimes should be given an alternative time for a break. <b>See Follow up Section</b></p>
	<p><b>EXTREME BEHAVIOURS</b> <b>Violence and Aggression</b></p> <p>The pupil needs guiding to a calm space ideally and RSG room but this may need to be in stages.</p> <p>An additional adult may be required to support Any injury needs first aid Avoid jumping to conclusions - nurture first - discussion/consequences will follow when calm and appropriate.</p>

### Inclusion

A very small group of children need individualised behaviour support. This will be developed in partnership with children, families and other professionals

### Staff Responsibilities –

All staff at St Thomas CE (VC) Primary School, both teaching and associate, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. The specific behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc.

Staff have responsibilities to:

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- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents;
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image.

Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference. Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy. Genuineness conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

### **Parents and Carers**

Are encouraged to work in partnership with the school at every level to assist in maintaining positive relationships and high standards of behaviour.

Families play a crucial part in helping children to be Ready, Respectful and Safe.

Families have the opportunity to raise with the school any issues arising from this policy. Any behaviour concerns should be initially addressed to the class teacher, Cohort Lead, then SLT, then Headteacher.



# EYFS Behaviour Charter

At St Thomas, we recognise that our youngest children, who are just beginning their school journey, need slightly behaviour systems, to ensure their needs are met. This section of the policy was written to reflect this.

Ready

Respectful

Safe

In the EYFS, we still follow the main principles of the whole school behaviour policy, and being Ready, Respectful and Safe is still the main behaviour Mantra, alongside the St Thomas Top 10. However, to ensure this is in a clear and pictorial form, each early years class, displays a 'Class Charter' where behaviours that we expect to see from the children in our environment are displayed. Throughout the academic year practitioners refer to this charter and explore the meaning embedded within these principles during PSED sessions. Staff will refer children to pictures on our class charter to remind them of what they need to do to follow agreed behaviours.

The EYFS staff, model, support and provide opportunities for children to practise social skills. We provide positive interest for children and recognise and help them to express their feelings, without judgement. On a daily basis we support the development of sharing and encourage children to work together and include others in their play.

We support choices and autonomy and provide challenges for thinking and scaffold learning.

We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development. EYFS staff aim to use positive language such as:

- You need to think about the choices that you are making
- You need to stop and think
- At school we use kind hands
- We agree in our class charter that we will keep everyone safe and play together
- Good listening
- Walking feet

## Praise, Praise, Praise!

In line with the rest of the school, we promote, celebrate and recognise children who following the Class Charter and are Ready, Respectful and Safe.

- We have a class recognition board where we display 'Star of the day' and 'Stars of the Week'
- Dojos
- Treasure pot- adult to put treasures in a pot to gain a whole class reward (treasures to not go directly to children as small and might go in their mouth).
- Stickers to recognise effort in subjects



## Steps for managing inappropriate or challenging behaviour

In class provision	<p>For low level behaviours (e.g. shouting, running inside etc) ....</p> <ul style="list-style-type: none"> <li>• Remind them of the class charter and how we expect them to behave- also refer to Ready, Respectful and Safe</li> <li>• Guide to another area</li> <li>• Direct to a different activity</li> <li>• Give positive, but direct instruction- e.g. thank you for sitting so nicely on the carpet, I like the fact you are showing me kind hands now.</li> </ul> <p>From there...</p> <p>First chance- Address the behaviour clearly. E.g. <i>'Our charter says we tidy away our toys, this is your first chance to get it right...'</i></p> <p>Last Chance- Make it clear there will be a consequence to not following the final warning. E.g. <i>'This is now your last chance to tidy up. You will have to sit on the thinking chair if you don't.'</i></p> <p>Thinking Chair- This is a chair somewhere quiet in the class, but in view of the staff where a child can sit if they have gone through the above system. In nursery it is for between 1-2 minutes, in Reception it is for 2-3 minutes.</p> <p>If you have to put a child on the thinking chair, it has to be made clear why to the child. <i>'You are sitting on the thinking chair, because I asked you to tidy up and you didn't.'</i></p> <p>The child sits, with a timer, for the time and then the adult addresses the child on their level and explains. E.g. <i>'I sat you on the thinking chair because you were asked and didn't tidy up. Next time you need to help everyone else tidy up.'</i></p> <p>The child then joins back in with the class.</p> <p>These systems need to be clear, followed with fidelity and consistent.</p>
Carpet/ Direct Teaching time	<p>The class charter should clearly state and show how we expect the children to sit on the carpet. E.g. In your place, hands folded or on your lap, legs crossed, eyes on speaker, voices put away.</p> <p>If a child is not following this- Go back to First Chance, Last Chance, Thinking chair.</p> <p>If a child is disrupting the class at this point, an adult may direct them to sit with them outside the class with a timer so the others can learn. Again, the adult should clearly address why. E.g. <i>'I have taken you out because you were stopping the other children learning.'</i> Once the time is up, the adult should address the child again and explain, why they were sat</p>
Outside Play/Provision	<p>The class charter should clearly state and show how we expect the children to behave in the outdoor areas. Each area will have specific rules on how to play with the equipment safely. This should be explained and rules displayed.</p> <p>If a child is not following this- Go back to First Chance, Last Chance, Thinking Area (could be a chair, hoop, spot).</p> <p>If a child is being unsafe, or continuing to no follow the outside part of the class charter, an adult may direct them to sit with them inside the class with a timer. Again, the adult should clearly address why. E.g. <i>'I have taken you inside because you were</i></p>

	<p>not following my instructions.'</p> <p>Where there is a consequence to a child's challenging behaviour and a sanction is given by an adult it should be relevant and introduced soon after the event e.g. poor behaviour outside will result in the removal of playtime for a session.</p>
Extreme Behaviour	<p>Any form of violent or aggressive behaviour:</p> <p>If a child is throwing toys, kicking or hitting others the area should be removed of children and a member of staff should stay to ensure that the distressed child remains as safe as possible.</p> <p>Six steps to conflict resolution</p> <ul style="list-style-type: none"> <li>• Step 1: approach calmly stopping any hurtful actions</li> <li>• Step 2: acknowledge children's feelings</li> <li>• Step 3: gather information</li> <li>• Step 4: re-state the problem</li> <li>• Step 5: ask for solutions and choose one</li> <li>• Step 6: be prepared to follow up</li> </ul> <p>(Highscope 2014)</p> <p>Very occasionally, it is appropriate to remove the child from the classroom/ area and to a space away from other children. E.g. RSG room</p> <p><b>TIME IN OUR RSG ROOM WILL BE FLEXIBLE AND DEPENDENT ON AGE AND CIRCUMSTANCES</b></p> <p>Step one: nurture</p> <p>Step two: discussion</p> <p>Step three: consequences</p> <p>Nurture: Time to read, play a game, bounce a ball – give a limited choice and work with the pupil to reach a state of calm</p> <p>Discussion: Age appropriate, use the 'What Happened' laminated booklets to structure</p> <p>Consequences: Natural appropriate to age and circumstances - ideally agreed with consensus from pupil</p> <p>ALL RSG visits should be recorded on CPOMS with class teacher and year group learning mentor alerted. For extreme behaviour please also alert SLT</p> <p>Matters of a more extreme nature: Will result in an extended time in RSG but the above process should still be worked through.</p>

	<p>If it becomes necessary to restrain a child a written record of the incident should be made and reported via CPOMS and a member of SLT alerted.</p>
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Staff conduct	<p>In times of distress, practitioners need to remain positive and respectful and give attention and care directly to the children through warm, supportive interactions.</p> <p>It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.</p> <p>It is very important that we as practitioners avoid situations of confrontation. Using terms such as “I am sad about that” and then walking away can be helpful strategies.</p> <p>We should be aware at all times that children entering our setting need time to develop relationships with us and encouragement to want to conform within a large group setting. This can be particularly evident during the autumn term.</p>
Parental Involvement	<p>In line with the EYFS policy, decisions made by practitioners should be shared with parents/carers and a plan for future action made collaboratively to ensure a successful school experience for all families. It is important to remember that young children may have undiagnosed learning needs and it is never easy for a parent/carer to learn that their child has been distressed.</p>