

*This is what we expect*



*This is **how** we do it.*



**RELATIONSHIPS**



when trying something



when being with others



In all that you do



**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

## 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 behaviour. 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) is not Ready, Safe, Respectful*

### OUTDOOR PLAY

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 presents, then a range of intervention can follow. This may include sanctions, nurture and parental notification and involvement.

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.

**See Follow up Section**

	<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>
--	---

The behaviour management system has 4 stages, first chance, last chance, short time out and supported withdrawal. The first two relate to managing children within class. These stages will not always be linear and can be adapted and adjusted to suit the needs of individual students

<i>Within Class – Teacher discretion</i>	
Staff will initially manage disruptive behaviour within the classroom. The expectations will be explicit and any actions will be in direct relation to these. Discretion is given to allow reasonable adjustments for both the individual and the circumstances.	
<b>FIRST AND LAST CHANCES SHOULD BE CALM AND DISCRETE</b>	
<p><b>'FIRST CHANCE'</b> Intervening without compromising the learning.</p>	<ul style="list-style-type: none"> <li>Addressing negative behaviour without interrupting the flow of the lesson.</li> </ul>
<p><b>'LAST CHANCE'</b> Staff have the right to issue an appropriate consequence for persistently poor behaviour.</p>	<p><b>Possible outcomes:</b></p> <ul style="list-style-type: none"> <li>Negative dojo points</li> <li>Loss of free time with the point made that this is to catch up on work missed in the lesson due to inappropriate behaviour.</li> <li>Keeping back briefly at the end of the lesson (be aware that at the end of the day some children have buses to catch!)</li> <li>Isolating the pupils physically within the classroom from potential sources of disruption or disturbance to enable others to succeed in working</li> <li>Pupil time on the thinking chair</li> <li>Ignoring the behaviour at the time but then having a quiet word later when the class are working so that the pupil concerned knows that the behaviour was noted by the member of staff</li> <li>Teachers will log persistent low level behaviour and possibly make a telephone call home to parents or carers. Expectations in behaviour should be shared with parents and carers</li> </ul>

**When behaviour is persistently poor, beyond the first and last chance**

<i>Time Out – When behaviour has progressed beyond the first and last chance OR as a preventative measure when signs of dysregulation are spotted</i>	
To ensure that poor behaviour is not accepted and for the benefit of the wider school community, the steps below ensure that learning can progress safely.	
<b>TIME OUT</b>	<p><b>THE NATURE OF THE TIME OUT MAY VARY DEPENDING ON THE INDIVIDUAL AND THE CIRCUMSTANCES</b></p> <ul style="list-style-type: none"> <li>An errand or message</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>An accompanied walk around school</b></li> <li>• <b>A short task completed on the corridor (only if the pupil is calm)</b></li> <li>• <b>Time in a cluster class</b></li> </ul> <ol style="list-style-type: none"> <li>1) A cluster teacher should only accept one person at a time but should only refuse a pupil if there is a <b>very</b> good reason</li> <li>2) A cluster teacher should not have to do anything other than supervise</li> <li>3) Time in another class must never exceed 10 minutes and the responsibility for sending, providing work and collecting lies with the child's class teacher.</li> </ol> <p>When the child returns to the classroom the adults involved will emphasise that this is their opportunity to behave appropriately for the rest of the day. Time outs should be logged</p>
<i>Withdrawal – When a pupil has not responded to previous reminders or a negative incident has occurred</i>	
<b>READY SET GO</b>	<p><b>Our RSG rooms are set up to provide:</b></p> <ul style="list-style-type: none"> <li>• <b>A calm and quiet nurture space for pupils who are struggling to self regulate</b></li> <li>• <b>A working space for pupils who need a sustained period of time out of class supported by school adults</b></li> <li>• <b>A safe space for reflection and restorative activities</b></li> </ul> <p><b><i>Time in RSG should not be used as a threat or challenge and should be promoted as a safe and supported space.</i></b></p> <p><b>TIME IN OUR RSG ROOM WILL BE FLEXIBLE AND DEPENDENT ON AGE AND CIRCUMSTANCES</b></p> <p>Step one: nurture Step two: discussion Step three: consequences</p> <p>Nurture: <b>Time</b> to read, play a game, bounce a ball – give a limited choice and work with the pupil to reach a state of calm Discussion: <b>Age appropriate</b>, use the 'What Happened' laminated booklets to structure Consequences: <b>Natural</b> appropriate to age and circumstances - ideally agreed with consensus from pupil</p> <p>ALL RSG visits should be recorded on <b>CPOMS</b> with class teacher and year group learning mentor alerted. For <b>extreme</b> behaviour please also alert SLT</p> <p>Matters of a more <b>extreme nature</b>: Will result in an extended time in RSG but the above process should still be worked through.</p> <p><b>WHO SUPERVISORS PUPILS IN THE RSG</b></p> <p>An adult from the year group team who was NOT involved in the initial incident. If all adults were involved reach out to cohort team - this may involve an adult swap SLT should be informed and consulted for longer sustained use of RSG following <b>extreme</b> incident</p>
<b>STAFF CONDUCT</b>	<p><b>Staff will always take the following into consideration when issuing consequences:</b></p> <ul style="list-style-type: none"> <li>• Avoid reacting emotionally. It is the pupil's behaviour that is the problem not the pupil. Staff should avoid taking misbehaviour personally. A quiet calm approach is generally much more effective than shouting. If a pupil is angry or upset give them time to calm down before moving towards discussion.</li> <li>• Vary teaching styles and continue to refine professional practice to keep the pupils on their toes and sustain their interest.</li> <li>• Be consistent in praise, punishment and classroom procedure. Praise should always be specific with a reason given so that it is perceived as genuine by the pupils.</li> <li>• State the behaviour wanted rather than the wrong behaviour.</li> <li>• If a pupil runs out of school, do not compromise the safety of others by chasing. Inform the Headteacher/Office immediately.</li> </ul> <p>Never punish the whole class for the misdemeanours of the few.</p>

**FOLLOW  
UP**

On Going behaviour concerns.

Indicators of unmet SEMH needs which need exploring:

Increased/significant number of extreme behaviour incidents

Increased/significant number of occasions where pupil is struggling to self-regulate

Increased/significant number of low level disruption resulting in time out

Learning mentors to meet fortnightly to review CPOMS behaviour incident to support teachers in identifying concerns

Teacher to meet with parents to discuss concerns/explore reasons for behaviours

Support to self-regulate plan to be written and agreed with parents

To be reviewed fortnightly

**PUPIL EXCLUSIONS – see exclusion documents**

**The Head Teacher has the right to exclude a pupil when their behaviour becomes unmanageable within the school behaviour policy. An exclusion could be ‘fixed term’, less than 5 days, or permanent.**

We are obliged to offer 5 hours of education to excluded children. Formally excluded pupils will receive the appropriate work for their curricular needs to complete at home.