



## St Thomas of Canterbury behaviour policy

Corinthians 13:13: "And now these three remain: faith, hope and **love**. But the greatest of these is **love**."

### Our Values



#### Faith

Confidence

Risk taking

Compassion

Kindness

Uniqueness

Reflection

#### Aspiration

Creative

Enterprising

Pride

Bravery

High expectations

#### Effort

Inquiry

Practice

Perseverance

Resilience

Teamwork

#### Respect

Collaboration

Environmentally aware

Open minded

Gratitude

Patience

Empathy

### Rules: In our school we are always...

- Ready
- Respectful
- Safe

### How we respond

- Consistent, calm behaviour
- First attention for best conduct
- Relentless routines
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private

### Teaching the school's values through MIRACLES

The school has shared set of values (22), which are both implicitly and explicitly taught to all children. We do this through SMSC, assemblies, whole-class teaching time, circle times, small group work, role play and modelling. One value is introduced per month, over a two-year cycle.

We live our values through the acronym **MIRACLE**. This means:

**M** – Modelling (be the person you want the children to become)

**I** – Inner Curriculum (awareness and control of our feelings and emotions, and responding in a way that harms no one without damaging other and ourselves)

**R** – Reflection (opportunity to reflect on our thoughts, words, actions and emotions)

**A** – Atmosphere (routines, rituals, environment and feelings)

**C** – Curriculum (formal, informal and hidden)

**L** – Leadership (All staff actively involved in the vision and development)

**E** – Ethical Vocabulary (celebrating positive human values and recognising the values that inhibit us)

## Praise and rewards

We celebrate good work and good behaviour through:

- First attention for best conduct
- Specific praise for modelling any of the school values/rules.
  - *I really like how you have shown me you are ready to learn. Thank you for listening.*
  - *Thank you for picking up the paper towels, you have shown me you have pride in our school. Thank you for listening.*
- Positive feedback to children and parents – stickers, notes, phone calls, conversations (with every child receiving at least 1 positive acknowledgment every fortnight)
- Triangulation of praise by sharing good news with other members of staff
- Whole class rewards
- Recognition boards in class
- Friday tea and biscuits for Values Superstars

## Scripted interventions

### Stage one

If any adult in school notices a child breaking one of the school rules, we use a scripted intervention such as: *'I notice that you're running. In our school we walk because it keeps us safe. Thank you for listening.'*

### Stage two

If a child does not respond to school expectations of behaviour after they have had a reminder, we use the next level of scripted intervention, a reflective consequence may be offered at this stage. A 30-second script could be used such as: *'I have noticed you are still not ready to do your work. You have been reminded that in our school we are always ready. At the moment you are choosing to catch up with your work at playtime. Thank you for listening.'*

**Teachers should adjust this script depending on the year group of children.**

## Reflective consequences (this list is not exhaustive or necessarily sequential)

1. Thinking time in class or at playtime or lunchtime
2. Doing unsatisfactory work again or finishing work in playtime or lunchtime
3. A natural consequence as a result of their behaviour

### Stage three

#### Restorative follow-up

We recognise that things don't always go well. When this happens, we use five steps towards restorative follow up. Restorative conversations happen in private.

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected? How? What should we do to put things right? How can we do things differently?

## Patterns of behavior

When there are patterns of behaviour, the class teacher will work with parents to analyse the presenting problem. Advice from the SENCO, Learning Mentor and/or other agencies may be sought.

## Serious incidents

Any instances of:

- persistently disrupting the learning of other children (within a lesson or over a period of time)
- physical violence
- racism
- homophobia
- discrimination towards those with SEN
- comments or actions of a sexual nature
- answering back or showing a lack of respect to any adult in school

These incidents will be recorded on CPOMS and the pastoral team (which includes the head of school, assistant head and learning mentor) will be alerted. Parents will be informed and may be invited to a Formal Stage 1 Meeting. The head of school, assistant head and key stage leads will decide on appropriate consequences and follow-up actions.

## Monitoring of behaviour

Teachers will monitor behaviour in the class and will log incidents on CPOMS (data management system) as appropriate and always if it is deemed necessary talk to parents. Where there is a pattern of behaviour which is having a detrimental affect on the social and/or academic outcomes for a pupil(s), or any other patterns which cause concern, the school will initiate the following:

- **Formal Meeting Stage 1;** Parents/carers will be invited to a meeting where behaviour instances and challenges are shared, and dialogue takes places about the impact this is having, and any possible reasons for this (This meeting will be document on the School Meeting Template Form) **From this meeting, a review date will be set for 2 weeks after the date of the meeting**  
**Staff Involved: Class teacher, Key Stage Leader, Learning Mentor**
- **Formal meeting Stage 2:** At the review meeting, if it has been decided that behaviour is still an area for development, a formal behaviour plan will be put in place through collaboration between school and parents/carers. **This will be reviewed on a weekly basis and finally at the end of the period specified for the Behaviour Plan**

**Staff Involved: Class teacher, Key Stage Leader, Learning Mentor, Assistant Headteacher**

- **Formal Meeting Stage 3:** Following the final review of the behaviour plan, if progress has been made and the pupil is meeting the school expectations for behaviour, the plan will be frozen. If progress is not being made (or, despite progress being made, there is not enough to show that the pupil is moving towards meeting the school expectations for behaviour), the school will make a decision through discussion with parents/carers about next steps.

**Staff Involved: Class teacher, Learning Mentor, Assistant Headteacher and/or Head of School**

\*Throughout this process, and where necessary/appropriate, the school will make requests and referrals to external agencies that may be avenues of support for either the pupil, or the family \*

If the behaviour of the pupil continues to be below the expectations of the school, and the school is clear on the extensive support that has been offered to both the pupil and the family, then the school may consider activating the school Exclusion Policy. It should also be noted that the school always seeks to avoid exclusions (fixed term or permanent), and reserved the right to do so at any point within this process.

## **Responsibility for the behaviour policy**

All members of our community are expected to follow the behaviour policy. The head of school has day-to-day responsibility for behaviour, with the backing of the governing body. The governing body has a general duty to ensure the school follows policies to promote good behaviour among children.

## **Physical intervention**

There may be occasions when it is appropriate to intervene physically with a pupil who is endangering themselves or others or causing significant damage to property. The circumstances in which this may happen, and what it may involve, are described in our Positive Handling Policy.