

# Behaviour Policy



**ST CLARE**

Catholic Multi Academy Trust



## St Thomas of Canterbury School

**Mission Statement:** To nurture curiosity for every child, every day, within a community acting as a beacon of the Catholic faith.

GB Date of Approval: November 2022

Last Review Date: September 2023

Next Review Date: September 2024

Date Shared with Staff: November 2022

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Explain** our approach to achieving positive behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to complete classwork despite support
- Poor attitude
- Name calling / inappropriate language
- Physically hurting other pupils

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Physically assaulting or threatening to assault a member of staff or pupil. Verbal assault of a member of staff or another pupil.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Drugs, including alcohol or tobacco,
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE *“Preventing and Tackling Bullying”*, July 2017)

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudicial	<p>Bullying related to race, religion, faith and belief and for those without faith</p> <p>Bullying related to ethnicity, nationality or culture</p> <p>Bullying related to Special Educational Needs or Disability (SEND)</p> <p>Bullying related to sexual orientation (homophobic/biphobic bullying)</p> <p>Gender based bullying, including transphobic bullying</p>

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving this behaviour policy, monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and implementing this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher will ensure all staff are provided with a copy of this policy.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently:
  - First attention for best conduct
  - Scripted interventions
  - Restorative follow-up
  - Praise in public, reflect in private
  - Clear routines
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school's approach to promoting positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

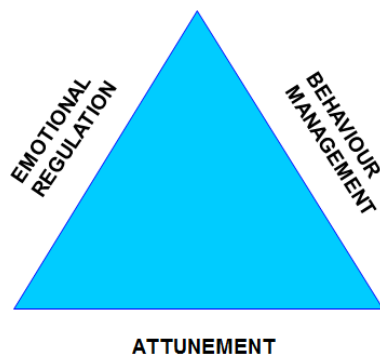
Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Our approach to achieving positive behaviour

Our approach to achieving positive behaviour is achieved by focusing on the following:

### 7.1 Framework of emotional wellbeing



Based upon the Solihull approach

The emotional wellbeing framework is based on 3 core concepts:

**Emotional Regulation:** The process where we adjust our internal state in response to external demands which allows us to maintain optimal levels of arousal (be in our thinking brains). In school this involves supporting children to express their emotions safely and build resilience in dealing with their emotions.

**Attunement:** A reciprocal responsive interaction where we are in tune with another person and they feel like we really 'get them'. When we feel like someone is really in tune with us, it helps us to organise our thoughts and feelings. In school, this involves improving our relationships with each other and ensuring that everyone feels safe.

**Structure:** A consistent response that provides a structure that we can all understand which encourages feelings of safety. This includes having clear expectations, boundaries, consistency and behaviour management.

### **Trauma Informed Approach**

Alongside the Solihull approach, our school uses the Trauma Informed approach which is based on unconditional positive regard (Carl Rogers). Unconditional positive regard involves showing complete support and acceptance of a person no matter what that person says or does, placing no conditions on this acceptance.

The Trauma informed approach requires that vulnerable children, but we say all children, will have daily access to at least one named, emotionally available adult who will relate to them with compassion, empathy and unconditional positive regard. We use this approach where possible to try to support children 'as they are falling and not after they have fallen' (TISUK).

## **7.2 Teaching emotional literacy and PSHE**

Emotional literacy is the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others. We teach children emotional literacy and PSHE through assemblies, whole-class teaching time, circle times, small group work, role play and modelling. Each classroom has a display dedicated to emotional literacy designed to support this learning.

## **7.3 Our rules and values**

- Ready
- Respectful
- Safe

## **7.4 How we respond**

- Consistent, calm behaviour
- First attention for best conduct (see 7.5)
- Relentless routines (see 7.6)
- Scripted interventions (see 7.7)

- Restorative follow-up (7.8)

## 7.5 Praise and rewards

### Praise and rewards

*'If you consistently reward minimum standards then pupils will strive for minimum standards. If you reward pupils for STANDING OUT then there is no limit to their excellent behaviour. In your classroom the STAND OUT mantra should be repeated often. Mark it with the children, "What Holly just did by collecting in all of the brushes by herself has saved a lot of time and effort for me. That is really standing out the St Thomas Way. Thank you Holly." Use it when presenting awards, placing names on the recognition board or when talking to parents. Focusing on the behaviour that is STAND OUT creates an immediate shift in expectations. It gives the children something more than bare minimum standards to achieve, it gives them something to reach for. How you recognise pupils who STAND out should lie at the heart of your behaviour practice.'* (Paul Dix, *When The Adults Change, Everything Changes. 2017*)

We celebrate good work and good behaviour through:

- First attention for best conduct
- Specific praise for ready, respectful and safe.
- Positive feedback to children and parents – stickers, notes, phone calls, conversations
- Triangulation of praise by sharing good news with other members of staff
- Whole class rewards
- Recognition boards
- The 'golden broom' is given to the tidiest class
- Hot chocolate Friday each half term to celebrate those children who have gone 'over and above'

## 7.6 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and actively use the class recognition board
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **7.7 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. You are not following our school rule of being 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 30-second script could be used such as: 'I have noticed you are.... *not ready to do your work*. You are breaking the school rule of being ready. You have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

## **7.8 Restorative follow-up**

### **Stage three**

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?

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

1. A verbal reminder
2. Thinking time in class or at playtime or lunchtime
3. Going to another class, assistant head or head of school to reflect on behaviour (this may be during class, playtime or lunchtime)
4. Doing unsatisfactory work again or finishing work in playtime or lunchtime
5. A natural consequence as a result of their behaviour
6. Putting a pupil on monitoring system

We may use working in isolation with a member of staff in response to serious or persistent breaches of this policy.

Pupils may be sent to work in isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## **7.10 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.



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

### **7.11 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **7.12 Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **8. Physical intervention**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible (reasonable, proportionate – Team Teach)
- 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

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.

## **9. Serious incidents**

Serious incidents or persistent incidents of inappropriate behaviour may result in exclusion (see exclusion policy)

#### **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti Bullying Policy
- Positive Handling Policy