

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.

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St Thomas of Canterbury is a happy, welcoming Catholic school where children grow, flourish and learn in a supportive, nurturing community. It is a strong Christian community in which we live out the Gospel values of truth, justice, love, peace and forgiveness through our own core values of ready, respectful and safe.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and it echoes our core values and mission statement with an emphasis on respectful behaviour and the importance of good relationships.

We recognise that, while we are created in God's image, we are not perfect and that making mistakes is not only human but is also an essential part of how we learn. Our policy is applied with this in mind; intertwining reconciliation with personal development and children's understanding of British Values.

Aims

This policy aims to:

- Outline how pupils are expected to behave
- Provide a consistent approach to behaviour management
- Explain our approach to achieving positive behaviour
- Help learners take control over their behaviour and be responsible for the consequences of it
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our School Values

These are the values which everyone agrees to uphold – *all staff have the responsibility to ensure that these in a fair, impartial and consistent manner.*

Ready

- I have a positive attitude about learning
- I have all my equipment and correct uniform
- I sit up straight and track the person speaking (Star Sitting)
- I begin my tasks straight away
- I listen to and follow instructions, and ask if I'm not sure

Respectful

- I always try my hardest
- I listen carefully to others
- I wait patiently for my turn
- I speak and act kindly to everyone in school
- I acknowledge when I have made a mistake and put it right

Safe

- I move around school quietly and sensibly (Fantastic Walking)
- I talk to trusted adults if something worries me

- I am kind and supportive with my words
- I am gentle and considerate with my actions
- I use the school grounds and equipment appropriately

Developing Exemplary Behaviour

Consistency is at the heart of developing exemplary behaviour. This lies in the behaviour of adults and not simply in the application of procedure.

This is rooted in our recognition that teachers are the role models for behaviour and in our belief that “The behaviour you walk past is the standard you accept.”

Our aim is to develop a consistency that ripples through every interaction on behaviour – where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff, every day:

- Greet children warmly, model positive behaviours and build relationships
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and actively use Class Dojo
- Establish clear routines
- Communicate expectations of behaviour, giving examples of what this would look like
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Deal with low-level disruption speedily and in the least-invasive way possible
- Respond calmly and give ‘take up time’. Prevention before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners

Positive reinforcement:

- First attention for best conduct – you will get more of the behaviour you notice the most.
- Specific praise for ready, respectful and safe, exemplifying how learners have demonstrated these values..
- Positive feedback to children and parents – Dojo points, 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
- Celebration assembly each Friday to celebrate those children who have gone ‘over and above’
- Golden Time each Friday to celebrate achievements and positive behaviour.

Class Dojo and Golden Time

We use the Class Dojo system to acknowledge the positive contributions made by children, with members of staff adding points when they notice children following our core values.

Points are lost when children choose not to follow our core values. This may happen in the event that a child’s behaviour continues to fall short of our expectations after reminders, and would be part of a private restorative conversation with the child, helping them to understand the effects of bad choices on themselves and others.

Children start each week with 25 dojo points, and there is no limit to what children can earn over the week. Extra points can be ‘banked’ and exchanged later for either an individual or whole-class reward, to be determined by class teachers. We end each week with a celebration assembly, from 2:30-2:40pm, where staff will share the best examples of Ready, Respectful and Safe that they have seen in school during the week.

Following this assembly, there is 25 minutes of ‘Golden Time’ in school from 2:40 – 3:05, one minute for each dojo point a child has, up to a maximum of 25.

Children who have not managed to retain the full 25 points spend time reflecting and considering what changes are needed to get these next week. Time lost would reflect the circumstances and severity of behaviour. They may still have some Golden Time and would begin to access this after the reflection time.

As outlined in the **Pupil Support** section, our approach to Dojo Point attainment targets may be personalised to the individual needs of the child.

Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will use the steps in behaviour for dealing with poor conduct and will do so without delegating.

Redirection	e.g. Proximity: Move closer to the learner. Proximity praise: Comment on the good behaviour of others who are close to the learner. Verbal: Saying a child’s name to gain their attention. This may be followed with a reminder of the behaviour expected e.g. ‘Jamie, Star Sitting’. Non-verbal: Make eye contact with the learner, refer to the zones of regulation (whole class or group).
Reminder	A clear verbal reminder of the expectations delivered privately (if possible) to the learner – state behaviour, redirect and give take up time – the learner has a choice to do the right thing: ‘Jamie, you’re talking, you need to get on with your work. Thank you.’
Warning	A clear verbal warning delivered privately (if possible) to the learner. Outline the consequences if they continue – the learner has a choice to do the right thing: ‘Jamie, you’re still talking, that’s a warning. If you continue it will be a time out and you will lose Dojo points. You need to get on with your work. Thank you.’
Time-out	The learner is asked to speak to the teacher away from the other children. Boundaries are reset, the learner is asked to reflect on their next step, and they are reminded of their previous (positive) conduct/attitude/learning. An appropriate number of Dojo points are deducted. The learner is given a final opportunity to re engage with learning/follow instructions.

All learners must be given ‘take up time’ between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours (e.g. tutting, rolling eyes, muttering under their breath) are ignored and noted down to be followed up later.

If the steps above are unsuccessful, or a learner refuses to take a time out, then the learner will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside

the classroom. All cases of a learner having Dojo Points removed or being asked to leave the classroom must be recorded on CPOMS by the class teacher/adult.

Following removal from the classroom, the staff member involved will take responsibility for a restorative conversation: (SLT will support when requested)

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

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 logical consequence as a result of their behaviour
6. Putting a pupil on monitoring system

These sanctions may be accompanied by a letter to parents and must be recorded on CPOMS.

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 SENDCo and/or other agencies may be sought.

If learners continue to display poor conduct over time, a formal meeting is arranged with the teacher, the learner, a member of SLT and parents. Support (see appendix) is discussed and targets are agreed that will be monitored over the course of two weeks. All formal meetings are recorded on CPOMS.

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. For example, a child's individual targets for Dojo Points may be different to those of their class as a whole.

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.

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.

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 (see appendix)

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.

Suspensions and Exclusions

A serious or persistent breach of the schools behaviour policy may result in permanent exclusion. The school follows the statutory guidance as set out by the Department for Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

The decision to exclude the student will be taken in the following circumstances:

- In response to a serious breach of the school rules as described in the list below;
- If allowing the student to remain in school would seriously harm the education or welfare of the students or other in the school.

The decision to exclude is made by the Headteacher.

Suspension is an extreme sanction and is only administered by the Headteacher. Suspension or exclusion may be used for any of the following, all of which constitute unacceptable conduct and are infringements of the school rules.

- Verbal or written abuse towards students or staff: this category also includes offensive language and/or threats of violence directed at students via social networking sites or other forms of electronic communication

- The use of electronic technology to record, without the permission of a member of staff, images of buildings, students or staff of St Thomas of Canterbury School, irrespective of location
- Sustained acts of bullying, including 'cyber' bullying
- Use of prejudiced and discriminatory language
- Physical abuse to staff or students
- Indecent behaviour
- Vandalism or wilful damage to property
- Being in possession of illegal drugs; also to include alcohol
- Supplying illegal drugs to others
- Misuse of other substances
- Theft
- Violence against another student or a member of staff
- Threatening violence towards another student or member of staff
- Orchestrating violence between other students
- Sexual abuse or assault
- Carrying an offensive weapon*
- Arson
- Dangerous behaviour which may harm a student or member of staff
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour
- Acting in a manner which brings the school's reputation into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

There are two types of exclusion: suspension, with a usual duration of one to five days depending upon the severity of the student's action, or permanent.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is when there are exceptional circumstances and it is not appropriate to implement behaviour modification strategies: in such situations the decision may be made to permanently exclude a student for a first or 'one off' offence.

The School will consider police involvement for any of the above offences for children over the age of criminal responsibility.

** Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him or some other person."*

As a school we aim to meet with all parents/carers and their child following a suspension for a reintegration meeting prior to their return to school.

Child on child abuse

Incidents of child on child abuse are recorded on CPOMS. This means that senior leaders are alerted and can conduct an investigation and take action where appropriate. (See Anti-bullying policy)

Measures to prevent child on child abuse:

Curriculum: Our curriculum promotes positive and healthy relationships – this is evident in all that we do. Specific aspects of relationships are taught through PSHE including physical and emotional well-being, strong emotions, private parts of the body and personal relationships. This work is supported by assemblies that deal with specific areas such as bullying and online behaviour.

Staff induction, development and support:

All new staff are given a comprehensive induction into school behaviour approaches, systems and routines. Senior leaders greet children at the gate and are an active presence throughout school so that staff and children feel supported. Ongoing professional development is tailored so that staff broaden their knowledge, understanding and practice when dealing with both commonplace and complex behaviours. As a school, we deliver 'in-house' training along with using external providers to draw upon outside expertise.

Appendix

Support is tailored to the needs of the child and can consist of one or more of the following strategies and interventions:

- Zones of regulation
- Individualised Five-Point Scale
- Use of PIL (Post Incident Learning)
- Resilience group (intervention)
- Social group (intervention)
- Lego Therapy (intervention)
- Behaviour support card
- Positive Behaviour Plan
- Positive Handling Plan
- Cognitive behavioural therapy (CBT)
- Early Help Assessment Part 1 (External services including MAST)
- Parenting workshops, seminars and discussion groups (Sheffield Parenting Hub)

Any support is discussed and agreed in advance.