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

Our Values

Faith	Aspiration	Effort	Respect
Confidence	Creative	Inquiry	Collaboration
Risk taking	Enterprising	Practice	Environmentally aware
Compassion	Pride	Perseverance	Open minded
Kindness	Bravery	Resilience	Gratitude
Uniqueness	High expectations	Teamwork	Patience
Reflection			Empathy

Team Stop Signal for class attention. No countdowns. Simply this. Wait for EVERY child.

Rules: In our school we are always…

- Ready
- Respectful
- Safe

Relentless in Compassion, Consistency and Routines

- First attention for best conduct
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines

Sit up

Listen

Ask and answer questions

Nod your head

Track the speaker
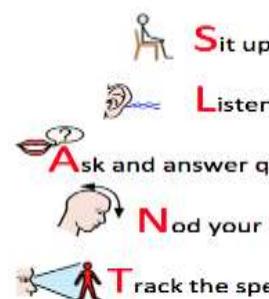
SLANT

how me
…ANT.'

rack… (insert
…me)'
VERY time!

Praise and rewards

'If you consistently reward minimum standards then pupils will strive for minimum standards. If your 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 and immediate shift in expectations.

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 are standing out the St Thomas Way.
●   Positive feedback to children and parents – postcards, 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

Use of Recognition Boards
●   Target your recognition board at learning attitudes. Make sure that the behaviour you choose raises the expectation for the pupils and is not simply something they can already do well
●   Names/pictures on the board for pupils who are demonstrating the desired learning attitude
●   Names/pictures are never removed from the board
●   Learners can nominate others to be put on the board. Try stopping an activity every 15 minutes and asking them to write the names of up to 4 others who have been consistently demonstrating the desired behaviour. Use if for reflection at the end of the lesson.
●   Emphasise peer responsibility; it is not a competition. It is more about a whole class helping everyone to get their name on the board
●   Recognition boards need to be refreshed hourly, weekly or daily depending on the age of the pupils
●   Pupils are recognised for effort, not achievement. The recognition board is for everyone. Pupils only get on the board when they have shown the required effort.
●   When everyone has their name on the board, a collective 'whoop' is appropriate; large recognition rewards are not necessary.
●   Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours

Scripted interventions
'The longer each negotiation around behaviour takes for the few, the less time you can give to the many. them in class too. Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. This is the win-win.' (Paul Dix, When The Adults Change, Everything Changes. 2017)

St Thomas 30 Second Script

Reminder	Caution	Last Chance	Time Out	Restorative Repair

Reminder
Private reminder of the three school rules/values.
Take the initiative to keep things at this stage.
e.g.
'Anna, remember that in our school we show respect by tracking the speaker.'

Caution

I noticed that you are….(having trouble getting started, not listening fully, wandering around the classroom)

Remember that in our school, we follow the rule/live by the value of… (link to the value or rule that fits best with the behaviour you want to see)

Do you remember last week/yesterday when you? (e.g. received the postcard home, went on the recognition board)

That is who I need you to be today

Thank you for listening (Allow the child some 'take-up' time)

Last Chance

I have noticed you are still…..

Remember that in our school, we follow the rule/live by the value of… (link to the value or rule that fits best with the behaviour you want to see)

At the moment, you are making the choice to…(reflective consequence for choice inserted here)

I know you will make the right choice to…(insert desired behaviour here)

Thank you for listening

Time To Think

You have chosen not to follow the rule/value of…

You have made the choice to (reflective consequence from above)

At the moment I want you to take two/three/four/five minutes to calm down, breather, and think about how you can make better choices.

After the time to think, bring the pupil back to the classroom/seat and ensure there is a restorative conversation at the end of the lesson

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

1. Thinking time in class
2. Doing unsatisfactory work again or finishing work in playtime or lunchtime
3. A natural consequence as a result of their behaviour
4. Imposition (see additional guidance)

Restorative Repair

*'As you address each question, remember that in between your truth and the child's truth is **the** truth.' (Paul Dix, When The Adults Change, Everything Changes. 2017)*

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 and how can we put it right?

Younger Children: Restorative follow-up

Five questions is too many for younger children. Instead, choose two that you think are most pertinent to the incident or that you want to focus on with this particular child. As the children develop you can feed in more questions. Meet the need rather than assume too much by age. Suggestions to focus on:

● What has been affected?
● What can we do to make it right?

The key thing here is to support the children to see how the impact of their behaviour is not restricted to them alone.

The incident should then be recorded on CPOMS.

Patterns of behaviour

'Nothing says, "I have given up on you" more than passing on a child's behaviour to a member of SLT. When staff pass a child on the pupil understands one simple message: "You can't deal with me." In the management and improvement of behaviour follow-up is everything. If you want to establish true consistency over time, how and when you follow up is the critical element. Children respect teachers who persistently keep track, never let it lie and ensure that every pupil, regardless of their reputation, is dealt with personally. Follow-up works. It ensures that consequences are faced, mirrors are held up and agreements are re-chalked for the next lesson.

- ● ***My classroom***
- ● ***My responsibility***
- ● ***My consistency***

If someone else is trying to talk through the incident, administer the punishment and reset the boundaries, then you cannot expect the changes in behaviour that you so desperately need. Of course, if you allow other members of staff to whisk away students you may also undermine your own position in their hierarchy of importance.'

(Paul Dix, When The Adults Change, Everything Changes. 2017)

When there are patterns of behaviour, the class teacher will work with parents to analyse the presenting behaviour, and should it be necessary, a behaviour plan will be put in place which will involve a meeting with the parents and child. This meeting will be led by the class teacher.

Serious incidents

Any instances of:
- physical violence
- racism
- homophobia
- discrimination towards those with SEN
- comments or actions of a sexual nature

These incidents will be recorded on CPOMS and SLT will be alerted. **Parents will be informed by the class teacher. The class teacher will make a decision on any resulting consequences or outcomes and this will be in discussion with their coach/mentor and a member of SLT (if their coach/mentor is not on SLT). This will all be recorded on CPOMS.**

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.
The Compassion Team will be doing regular learning walks to look at consistency across school of this policy and will feedback/coach staff. The team is:
- ● **Nick Walker, Emma Lancaster, Anne Wileman**

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.

Approach On A Page
Relentless Routines

Outside Classrooms
Stand out Walking
Legendary Line-Ups
Tremendous Transitions
Greet EVERY pupil at the door,
Every morning, every lesson

Inside Classrooms
TROGS *
Team STOP
Resources In and Out
1-2-3

Scripts (Verbal)

Awareness (Physical)

* Setting The Class To Work- TROGS *
Time and task- give the time/deadline before the tasks so students can listen to the task and begin planning as they do so
Resources- What will the individuals or groups needs for this task and where can they find them?
Outcomes- What do you want to see at the end of the allocated time, or what is the success criteria that you have structured or, even better, agreed with the class?
Grouping- individual work in silence, paired work, groups, seating arrangements etc…
Stop Signal- A reminder that you will use the Team Stop Signal when you need to talk to the class
Weak parameters at the start of a task = weak outcomes
Repeat the above structure every time when setting tasks. It won't be long before it becomes natural and you don't need to think about it. The pupils will expect it and want clarity if you occasionally miss out some information.