

St Thomas More Catholic Primary School



ST THOMAS MORE
CATHOLIC PRIMARY SCHOOL

Behaviour Policy

Date completed	October 2021
Review Date	September 2022

St. Thomas More's is committed to creating an environment where everyone feels safe, happy and are able to succeed. Every member of the school community is expected to maintain the highest standards of personal conduct, to accept responsibility and encourage others to follow.

In line with our school Mission Statement, "Live as God calls you," and rooted in the teachings of Christ, the Gospel values of Love, Justice, Peace, Respect, Compassion and Forgiveness reflect our calling to follow in the footsteps of Jesus. St Thomas More Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

Staff are committed to ensuring that pupils feel safe and are able to work in an environment that encourages peace, reconciliation, security and freedom. Developing the social, moral, spiritual and cultural growth of each and every child is at the heart of everything we do.

We believe that:

- Good behaviour is not automatically learned but needs to be taught, consistently modelled by all staff and supported by parents.
- Pupils' behaviour can change and we as staff must take responsibility for effectively managing pupils' behavior, in order to give them the skills they need to cope and learn.
- A pupil with behavioural difficulties needs to be understood and supported collectively by every member of staff, not just their teacher.

We achieve this by:

- Having clear expectations of exceptionally good behaviour for learning and conduct – reflected in our 3 Golden Values - Be Kind, Be Safe, Be Ready.
- Working together with parents/carers to create a partnership between home and school.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner that enables them to achieve.
- Ensuring that all pupils are treated fairly, firmly and in a consistent manner.
- Teaching pupils to be responsible for their own behaviour and to accept the consequence of it.
- Refusing to give learners attention for poor conduct/behaviour
- Providing opportunities to develop empathy and caring about the needs and rights of others.
- Ensuring that excellent behaviour is a minimum expectation for all.

Implementation

All staff will:

- lead by example, as Christ did, and be the best role models, co-operating and supporting one another, and treating everyone involved within the life of the school with courtesy, consideration and respect at all times
- have high standards of expectation in all aspects of pupils' work and raise the levels of pupils' self-esteem, build their self-belief and resilience
- consistently promote a happy working atmosphere in school by ensuring appropriate pastoral care of children, with staff giving the necessary support and guidance to individual pupils, as needed
- consistently and fairly implement reward and sanctions systems in line with school policy
- encourage high levels of parental partnership and ensure that "hard to reach" parents are understood and supported
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness
- ensure that the Home School agreement is used effectively to support pupils at all times
- use positive praise and rewards to all pupils demonstrating adherence to the 3 Golden Values
- teach and explain the meaning of each Golden Value identifying what it looks like in school
- follow the Rainbow Journey
- follow up behavioral incidents every time, retain ownership and engage in reflective/restorative dialogue, as appropriate
- plan lessons that engage and enthuse all learners.
- seek support when needed
- build positive, caring relationships with every pupil so they feel valued, understood, safe and cared for
- consistently record incidents on CPOMs

Pupils will:

- take full responsibility for their learning and actions during the school day
- accept the consequences of their behaviour.
- know and understand the school's 3 Golden Values
- be aware of the rewards and sanctions associated with behaviour.
- develop skills to manage their own behaviour
- acknowledge the authority of, and respect their teachers and any other adult
- make a positive contribution to the school life
- develop empathy, tolerance and respect for others
- read and sign the Home School agreement every year

Leaders will:

- meet and greet pupils at the beginning of the day
- be a visible presence around school, particularly at key times of the day
- celebrate staff and regularly share good practice
- ensure staff training needs are identified and met
- ensure quality first teaching with lessons that motivate and engage learners.
- support staff to manage those displaying challenging behaviours
- maintain good relationships with parents and inform staff of home circumstances which may impact a child's school life, safety or wellbeing.

- ensure that that school systems are followed consistently and all pupils treated fairly according to need
- ensure that all behaviour incidents are investigated rigorously and closure occurs

Pastoral Leaders will:

- meet and greet pupils at the beginning of the day
- build positive, caring relationships with all pupils, particularly those most vulnerable
- develop and sustain good relationships with parents.
- update key members of staff with any changes in circumstances that may impact the child's school life, health, safety or wellbeing.
- deal with incidents occurring out of the school day in an appropriate manner
- support staff to deal with those pupils displaying challenging behaviours
- send letters home and hold meetings with parents and class teachers, as appropriate
- consistently record all incidents on CPOMs, ensuring relevant staff are copied in on a need to know basis

Golden Values

The 3 Golden Values underpin behaviour expectations at St. Thomas More's. The Golden Values are displayed in all classrooms, the main hall and corridors and are regularly referred to on a daily basis: They are understood and owned by pupils. Teachers explain what each of the values means and looks like and staff promote these on a daily basis through recognition of them.

Live as God Calls You

Be kind

Be safe

Be ready

Rainbow Journey

Our Rainbow Journey recognises the qualities which we expect to be shown throughout school. Recognition of how children display these qualities is on the Rainbow Journey display in each classroom. Children can work their way through the rainbow with the aim of reaching the pot of gold. If a child reaches the pot of gold, this is recorded by the class teacher.

Every day is a new start for pupils and children can move up and down the rainbow within a given day. Every child starts the day on the Sun. If a child makes a wrong choice with our 3 Golden Values, their name is placed on the rain cloud. Once they have completed their sanction they will return to the sun in the teaching session after.

Each week, recognition of children who have displayed these qualities are celebrated in achievement assembly. Here are the 7 Rainbow Journey qualities:

Resilience – work hard and accept consequences

Compassion - be gentle, kind and helpful

Honesty – tell the truth

Responsibility- accept consequences and look after property

Justice – be fair and listen at all times

Self-Belief – work hard at all times

Respect – shown through all of the values

Rewards and Sanctions

It is very important that praise and rewards should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Rewards include:

- **Stickers** - golden value rainbow stickers given daily by class teachers so staff around school know what value the child has demonstrated and this can be celebrated
- **Celebration Rainbow certificate** – given weekly for recognition for those pupils who have demonstrated one or more of the 7 Rainbow Journey qualities regularly **Marvellous Me parent text message** - Sent regularly to parents' phones for outstanding effort, exemplary behaviour and excellent work
- **Pot of Gold award** – given weekly by the class teacher to children who have reached the pot of gold
- **Special certificates** - bespoke certificates to celebrate excellent behavior and attitudes
- **Extra playtime** - for winning the weekly attendance or for hard work in class
- **Golden time** - every Friday afternoon for children who have tried their best in all they do through the week

Termly Awards

- Individual 100% Attendance certificates and termly reward
- House Points Cup = extra playtime at the end of term

Sanctions

Whilst good behaviour is promoted and rewarded, it is acknowledged that some behaviour may be unacceptable and pupils will be sanctioned in order to enable them to learn from their mistakes. These sanctions need to be consistent and meet the level of behaviour being displayed.

Behaviour Sanctions Steps

Step	Action	Example of Behaviours
Look (eye contact/quiet labelling of	Discreet prompting from an adult that certain behaviour is inappropriate and needs to stop.	<ul style="list-style-type: none">● Poor choices such as calling out and not focusing.● Swinging on chair

behaviour)		<ul style="list-style-type: none"> ● Not treating a friend nicely e.g being unkind
Step 1	Warning Clear verbal warning is given linked to 3 rules.	
Step 2	Final verbal warning with consequences outlined linked to 3 rules.	<ul style="list-style-type: none"> ● Not being positive towards adults.e.g. Answering back, ignoring instructions ● Not completing work. ● Poor behaviour at break or lunch ● Use of undesirable language e.g name calling
Step 3	Time in another class 15 minute reflection at break and/or lunch	<ul style="list-style-type: none"> ● Harming another child ● Throwing or damaging items ● Undesirable behaviours. E.g. spitting ● Repeated step 1 & 2 behaviours
Step 4	Isolation with a member of staff AM/PM	<ul style="list-style-type: none"> ● Harming an adult ● Fighting ● Repeated step 1,2 or 3 behaviours
Step 5	Meet with Head of School/Executive Head Teacher Isolation - AM/PM/All day (At Head Teacher Discretion or member of SLT in Head of School/Executive Head Teacher's absence)	<ul style="list-style-type: none"> ● Derogatory language e.g. swearing and racist remarks ● Walking out of class ● Climbing furniture/fences and not being safe ● Repeated step 3 & 4 behaviours
Step 6	Exclusion (At Head Teacher Discretion or member of SLT in Head of School/Executive Head Teacher's absence)	<ul style="list-style-type: none"> ● Persistent and repeated steps ● Repeated step 4 & 5 behaviours

Children who persistently display negative behaviours will be placed on a behaviour record/chart and their parents will be contacted. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, with regard to the age of the child.

Generally, children are reminded that they are responsible for their own actions and that breaking our 3 Golden Values has consequences. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Adults must express displeasure with the behaviour and never the child.

When sanctions are applied they must:

- Be appropriate to the wrongdoing committed
- Minimise disruption to others, especially during teaching and learning time.

- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the unacceptable behaviour. Pupils may be asked to complete a reflection sheet in order to enable them to reflect on their behaviour. Reflection sheets are kept by the class teacher in their Behaviour Monitoring file.

Steps taken to deal with inappropriate behaviour:

In the first instance the class teacher/adult in charge is responsible for managing behaviour. It is important that staff are supported when dealing with incidents of inappropriate behaviour by other colleagues. However, all staff must assess whether the member of staff dealing with the issue needs support or if the incident can be dealt with successfully without their involvement. A thumbs up, thumbs down approach is used.

e.g. The adult not directly involved will approach putting a thumbs up to the teacher dealing with the incident. If a thumbs up is given in return then no additional support is required but the adult will remain close by in case the situation changes.

If the adult dealing with the incident gives a thumbs down as the other adult approaches, immediate support is required.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. (refer to Appendix).

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a member of Pastoral Lead/SLT, who contacts the child's parents.

The incident is recorded on CPOMs and the situation discussed with the Pastoral Team, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

Most children respond to a positive approach and make a considerable effort to follow the school guidelines and minimal expectations. Many children strive to exceed these and are rewarded accordingly.

Children with specific social, emotional mental health needs

We recognise that at times there are some pupils for whom standard rewards and sanctions may not work because they present with significant emotional behavioural and mental health needs. Consequently, they may go 'into crisis' on a regular basis and will require routine monitoring and support.

This will involve:

- Parents being informed if behaviour is a cause for concern.

- Pupil being placed on a daily/weekly behaviour tracking to monitor progress against individual behaviour targets – data analysed daily and weekly - half term analysis feeds into whole school monitoring and 6-week review
- Referral to Pastoral Team for monitoring – data analysed weekly and half termly – reported to governors
- A Behaviour Risk Assessment Plan being written for individual children – shared with child/parents/carers/ and all staff
- Half termly monitoring and meetings with parents to discuss progress against behavioural targets
- SEND support plan drawn up, if required
- If progress has been made the child will be removed from the tracking charts.
- Alternatively, further support will be sought from outside agencies i.e. referral to Educational Psychologist, CAMHs, Play Therapy, Anger Management etc.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together to address any problems that may develop, whether they are inside or outside of school, through open and honest discussion.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost in discussion with the parent.

Our school has a 'no shouting' policy and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice e.g. in order to be heard on the playground or in a noisy classroom. In such instances staff will say "Give me Five" and raise their hand in the air as a visual cue to pupils. Pupils will show their attention by raising their hands and being quiet so that the teacher speak to them in a calm and measured manner.

Exclusion

Nicholas Postgate Catholic Academy Trust has an Exclusion Policy outlining a set of procedures which must be followed. Only the Headteacher, or Deputy Head, in the Headteacher's absence, may exclude a child and only after all avenues have been explored. Pupils cannot be excluded for more than 15 days in aggregate in any one term for 'fixed term' exclusion. The exclusion mark must be put in the register.

Power to use reasonable force and de-escalation

Reasonable force would be used only in circumstances where pupils may injure themselves or others. Teachers will always use their professional judgement and consider the pupil's behaviour and level of risk presented, the degree of force used, the impact on the pupil or staff member, the child's age, the child's SEND status.

Examples of these include:

- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- To restrain a pupil at risk of harming themselves or others through physical outbursts.

If reasonable force has to be used, the key adult involved in the intervention must complete a serious incident form. The form must be filed in the main office and a copy given to the parent/carer along with an accompanying letter from school to explain that the child has had to be held.

De-escalation Script

Our de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

If a child should abscond from the classroom or run out of school, staff need to remain calm and inform another member of staff so the child can be followed and returned to school safely. It is important that staff do not overreact and must never chase a child as they may be placing a child in greater danger by doing so. Staff must remain calm and speak from a distance, re-assuring pupils that they need to stop, turn around and come back into school in order to make them safe. Sometimes just holding out a hand to a child is enough to de-escalate a situation.

The Care Team and Headteacher should be informed immediately with minimal disruption to the learning of others and the running of school. In most cases, the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the appropriate staff member will attempt to approach the child and calmly persuade them to return to school so they can explain to them what the problem is and it can be sorted out.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly. Upon returning to school, it must be explained to the child that it is dangerous and not acceptable to leave the classroom or school premises. The child must be left in no doubt as to the dangers they are exposing themselves to and how seriously school views this behaviour.

Troubled children

Our school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with SEND who may be being assessed for Education Health Care Plans. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In such circumstances the school will work closely with parents to ensure that the needs of their child are effectively addressed and appropriate intervention and provision is sought to enable their child to succeed. In some cases, this may involve a child being educated in alternative provision such as a pupil referral unit.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of any concerns should be communicated to the Care Team so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will be discussed and agreed with the parents.

Playground Behaviour

Playtime

Supervision is by a team of staff members.

When the indoor bell goes, the teacher blows the whistle and the children stand still.

A second whistle is blown. The teacher invites the children to walk to their lines quietly and equipment is put away. Pupils can be moved up the Rainbow by any member of staff for displaying Golden Values at any time.

Lunchtime

At lunchtime supervision is by a team of staff members consisting of Lunchtime Supervisors, teachers and teaching assistants.

The Lunchtime Supervisors should maintain order, usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to have time out by walking around with a member of staff. This should defuse the situation; if the behaviour does not improve a child will be asked to have thinking time at designated place eg by the wall and then apologise to the child or person involved. In some instances, children will miss a playtime or lunchtime.

The Supervisors keep note of children who misbehave persistently (rude/cheeky) and report this misbehaviour to the class teacher and care team, if necessary.

The children should treat the lunchtime supervisors with the same respect due to all adults at St Thomas More's. Parents will be informed if there is no improvement in behaviour and the child may be placed on a behaviour record or excluded from the premises at lunchtime for a fixed time period. This may be followed, if necessary, by permanent exclusion.

Steps to success in the classroom....

Ensure our classrooms are inviting and a safe haven for all our children.

Avoid redundant information that adds nothing to learning.

Have a consistent daily routine and share timetables with children.

Offer all children an opportunity to 'turn around' their behaviour.

If a child is in crisis, use the de-escalation script.

Do not enter into negotiations; remain calm, but be assertive when giving instructions. Do not discuss consequences until a child is completely calm and can reflect on their behaviour.

Annual awards

- Outstanding Effort Cup – given at the end of the year to a Year 6 pupil
- Outstanding Leadership – given at the end of the year to a Year 6 pupil
- Outstanding Monitor - given at the end of the year to a Year 6 pupil
- Annual House Winner – awarded at the end of the Summer term to winning house
- Attendance Cup – awarded to the class with the best attendance at the end of the year
- Individual Class Recognition Awards – awarded to one boy and girl per class for outstanding contribution to school life

Appendix

Behaviour Reflection Record

Name _____ Class _____ Date _____

Where and when did the incident occur?

What did you do that was wrong? _____

Why did you do it?

Which Golden Value/s did you break? _____

What should you have done? _____

What do you need to do NOW to make things better?

Consequence:

- Golden time lost
- Reflection/Detention
- Parents informed
- Internal isolation
- Exclusion

Debriefing staff signature: _____

Risk assessment/behaviour support plan

Name of student/Year group:

Key Member of Staff:

	Risk assessment <i>(behaviour we are likely to see)</i>	Behaviour support plan <i>(Actions we need to take)</i>
Stable behaviour	●	●
Anxiety/trigger	●	●

Outside anxiety/trigger		
Defensive /escalation	●	●
Crisis	●	●
Recovery	●	●
Depression	●	●
Follow up/restoration	● ●	●

Signed by key member of staff: _____ Date: _____

Signed by parent: _____ Date: _____

Signed by pupil: _____ Date: _____

St Thomas More School: Serious Incident report

Date	Start time of Incident:
Child's name	
Other children involved	
Adult responsible	
Other staff involved	

Place of incident

Classroom	Playground	Dining Hall	Main Hall	Visit out	Cloakroom	Other

Trigger (What happened before)

provoked	work	instruction	change	accident	other

Behaviour

un-acceptable language	hitting	kicking	damaging property	self-harming	disrupting lesson
defiance	absconding	threatening	bullying	spitting	other

De-escalation Techniques used (number in order)

Non verbal reminder	Success reminder	Verbal reminder	Calm talking	Yellow Card	Red card
Distraction	Negotiation	Humour	Contingent touch	Planned ignoring	Withdrawal from class
Fresh face	Choices/limits/Consequences	Space given	Reflective listening	3 pt. assertive message	Antiseptic bounce

Impact

co-operated	non-cooperation	referred on	time-out	physical support	other
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Details:

Physical Intervention required (number in order used)

Friendly hold	Single elbow standing	Single elbow seated	Figure of 4	Double elbow standing
Double elbow seated	Wrap hug standing	Wrap hug seated	Half-Shield	Guiding & Escorting

Justification for use of Physical Controls

Preventing injury to pupils	Preventing injury to staff	Preventing injury to self	Preventing absconding	Preventing damage to property
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Position change from () to()

Is this intervention an agreed strategy linked to the child's Care plan? Yes / No

Further details of incident

Duration of Incident	Hrs. Mins.	Duration of Physical Intervention	Hrs. Mins.
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Medical Support

Breathing monitored during incident	Yes/no	Pulse monitored during incident	Yes/No
Injuries to child	Yes/No	Injuries to staff/other	Yes/No

If so, describe:		If so, describe:	
Entry in Accident Book	Yes/No	Entry in Accident Book	Yes/No
	o		
Seen by: First Aider G.P. A.&E.		Seen by: First Aider G.P. A.&E.	

Child de-briefing (Learning from mistakes, restorative practice)

Time:		Who by:	
Place:		Incident sheet	

Response

understanding	accepting	apologetic	calculating	belligerent	defiant	other

Child's comments

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Child's signature		Date:	
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Possible reason for behaviour: (Inappropriate response to:)

Frustration	Conflict	Pressure	Anger	Self-conscious
Challenge	Discrimination	Attention seeking	Peer dynamics	other

Further action

Parents	
School	
Child	
Social Services	
Target set	
Review date & time	

Further information

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Signatures

Adult responsible		Date	Class teacher		Date
Other staff			Headteacher		
			Parent/Carer		

Incident Book Information: Stored in Staff Room



ST THOMAS MORE
CATHOLIC PRIMARY SCHOOL

Serious Incident parental letter

Date:

Dear Parent/Guardian,

Your child has been involved in a serious incident at school. As part of our policy and procedures, we are sending you a copy of the report home to read and keep.

