Behaviour Policy

Signed (Headteacher): Miss L Crompton

Signed (Chair of Governors): Mrs C Whiting

Date of policy: April 2024

Review date: October 2027

St. Thomas's Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone 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, not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

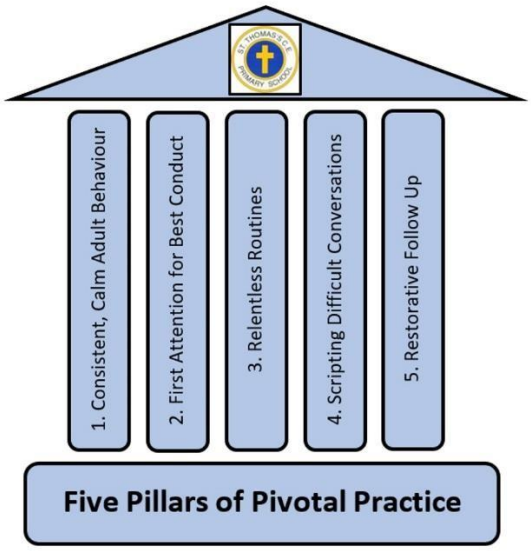
The school has three simple rules, 'Be Ready, Be Respectful and Be Safe,' which can be applied to a variety of situations and taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community, which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our behaviour policy is based on the Five Pillars of Pivotal Practice.



What do we mean by Be Ready, Be Respectful and Be Safe?

Being Ready means

- I am ready by coming to school in the correct uniform
- I am ready to arrive on school and on time each day
- I am ready when I use my manners (greeting staff and other children and saying please and thank you)
- I am ready to walk quietly and calmly around our school
- I am ready when I am sat quietly showing the adults in school that I'm ready to learn
- I am ready when I am listening to the adults that are talking to me
- I am ready at the end of break time and lunch time to begin my lesson

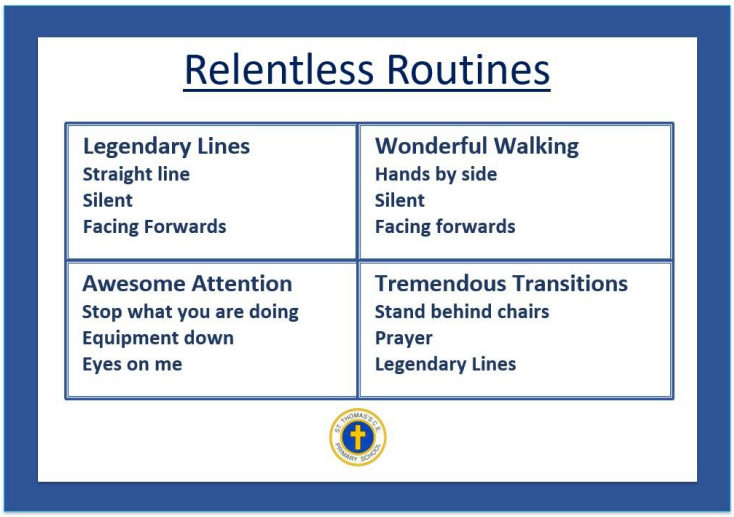
Being Respectful means

- I am kind to everyone in our school
- I always put up my hand and do not interrupt the lesson
- I treat other people with kindness always caring about others
- I am always quiet and listen when others are talking (adults and children)
- I always try my best to help others

Being Safe means

- I am safe when I am listening to teacher instructions
- I am safe when I am in the right place at the right time
- I am safe when I stay in the classroom during lessons
- I report or speak to an adult if I don't feel safe or if I feel anyone else is not safe

Children follow relentless routines when in school. These are consistent approaches to help children be ready, respectful and safe. They are as follows:



Behaviour Through the Curriculum

At St.Thomas's, we endeavour for every child to be ready, respectful and safe, and to develop the skills to demonstrate these behaviours and become role models to other children. Every child is

taught that each lesson and day is a fresh start and the importance of forgiveness is one of our Core Christian values.

PSHE is core learning opportunity for a pupil to understand how their behaviour can have a positive impact on others. Across the key stages, children develop an understanding and awareness of racism, prejudices, discrimination, equality and different forms of bullying. They understand personal boundaries, know what constitutes to a positive and respectful relationship, discuss sharing responsibilities and rights, develop strategies to resolve disputes and reconcile differences and understand what is right/wrong, fair/unfair or kind/unkind.

As a church school, our assemblies/worships are a vital learning opportunity for children. We learn about how to live well together through the explicit teaching of our Christian Values.

Expectations of Adults
'When the adults change, everything changes' (Paul Dix, Pivotal Education)

We expect every adult to do the following:
1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson and at break and lunchtimes.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Middle and senior leaders are not expected to deal with behaviour referrals in isolation. Rather they had to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Recognition and Rewards for Effort
We recognise and reward learners who go 'over and above' our standards. Our staff understand that at St. Thomas's C.E. Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a message on the recognition board, a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged in a variety of ways. Rewards and recognition of achievement include notes on the class recognition board, stickers, receiving superstar awards, Headteacher's Awards and certificates.

Our celebration assembly is on a Friday, where one child from each class will be chosen for star of the week. The child will have consistently gone "over and above" in our school rules and values

during the week. The children are selected at the beginning of the assembly and receive a certificate. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

Managing Poor Conduct

Engagement with learning is always our primary aim at St Thomas's C.E. Primary School. For the vast majority of our learners a gentle reminder is all that is needed although there are some occasions when it is necessary for a child to leave their classroom for a period of time. However, stepped sanctions should always be gone through with care and consideration, taking individual needs into account when necessary. Praise the behaviour you want to see. All learners must be given take-up time in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and will use the stepped sanctions for dealing with poor conduct. It is the aim that learners should be kept at steps one and two for as long as possible.

Stepped Sanctions

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Reminder	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, make the right choice.", "Think carefully about your next step."

3) Caution	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention • I have noticed that you are…(having trouble getting started, wandering around etc.) right now. • At St Thomas's, we… (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to… (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you… (refer to previous positive behaviour)? • That is who I need to see today… • Thank you for listening… then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded using a behaviour log. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.
4) Time Out	Time Out might be a short time away from the task. It could be inside the classroom or outside the classroom with a TA in a calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Internal Referral	Internal Referral is time in another class (Assistant Headteachers' Classes) or time in the Headteacher's office. This would occur when a child needs more time and space than a Time Out would offer.

6) Repair/ Restorative Conversation	5 questions is usually enough from the following: •What happened? •What were you thinking at the time? •What have you thought since? •How did this make people feel? •Who has been affected? •How have they been affected? •What should we do to put things right? •How can we do things differently in the future?
Consequences Communication with Parent/ Carer A formal meeting with SLT and Parents/Carers. Weekly behaviour meetings Suspension	If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded using a behaviour log. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on a behaviour log. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term suspension.

Inclusion and SEND
The school will make reasonable adjustments in the application of our positive behaviour policy to SEND pupils, and other pupils identified as vulnerable (i.e. pupils whose social, emotional and mental health needs presenter barrier to achievement). Support is available through a graduated approach including:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies (e.g. Targeted Education Support Services, Education Psychology, Startwell)

Support may be recorded in a plan (Individual Behaviour Plan, Positive Handling Plan and/or the Early Help Form). Following support, it may be necessary to consider other approaches such as an education, health and care plan (EHCP), attendance at a short day placement away from the main school site and/or suspension.

Bullying
See separate Anti-bullying Policy

Misconduct Beyond the School Gate

We expect all our children to act as positive ambassadors for our school, and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community, and have given due consideration to how we respond to potential incident of this.

Misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school • Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all of the above circumstances, the staff are fully supported in their actions to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

In the event of any cyberbullying, children will be offered pastoral support in school and parents will be directed to external services to support at home.

In all of these circumstances, the headteacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to member of the public, the police should always be informed. In addition, the school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the school staff should follow its safeguarding policy.

Suspension and Exclusion
Suspensions and permanent exclusions are used as infrequently as possible, but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand behaviour, which has a negative impact on others, can be attributed to a young person attempting to communicate an emotional need, however, at times, suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on young people, and may lead to breakdown a relationships, generate feelings of rejection and shame, and affect their selfworth.

We also recognise that suspensions and permanent exclusions may impact significantly and parent and carers, and this is considered as part of the process.

The decision to permanently exclude young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure.

Physical Intervention
Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: the school history, our understanding of their cases, and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep all members of the school community safe or to prevent a young person causing disorder, hurting themselves or others or damaging property.

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those affected using restorative conversations and suitable reparation.

Incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event.

Searching Pupils and their Property
The headteacher (or acting headteacher) can organise a search of the pupils' outer clothing or their possessions, including bags and trays without their consent. If there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag and tray and sanction them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil, and another member of staff.

Pastoral Care for staff accused of Misconduct

If an allegation is made against a teacher, the quick resolution of that allegation will be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded, or malicious, will not be referred to in employer references.

Pupils that have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include a fixed term suspension or permanent exclusion (as well as referral to the police, if there are grounds for believing a criminal offence may have been committed).

All allegations should be reported straight away to the Headteacher or the Chair of Governors if the Headteacher is absent. The Headteacher or the Chair of Governors may contact the Local Authority Designated Officer (LADO) to obtain advice and monitor the case.

The Role of Parents and Carers
Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of insuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process. It is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to reinforce the policy at home, as appropriate. This is crucial so young people understand that their successes are based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour. We provide updates on behaviour, encourage parents/carers to celebrate positive behaviour and hold sessions for parents/carers to help them understand our expectations around behaviour.

Any parent/carer with a specific concern around behaviour is encouraged to contact their child's class teacher in the first instance.

We include parents/carers in our pastoral and restorative work following misbehaviour, including the review specific behaviour interventions currently in place.

We proactively celebrate positive behaviour through our social media channels too.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body review this policy annually. The governors, may, however, review the policy earlier than this, if the government introduces new regulations, or if the government body receives recommendations on how the policy might be improved.

This policy should be ready conjunction with all of the relevant school policies.