

# *St Thomas More Catholic Primary School*

## *BEHAVIOUR POLICY*

*Date: September 2023  
Review: September 2024*

## **Mission Statement**

Our Mission Statement is 'Try to be like Jesus in all that we think, do and say'. The meaning and context of this is explored at the beginning of each academic year with a 'Mission Week'. Work that shows the children's understanding is recorded in Religious Education books and is displayed in the main school reception.

## **Core Aims**

Our behaviour expectations underpin and reinforce the Catholic ethos of the school. We strive to ensure that children experience consistent positive reinforcement for all aspects of good behaviour and work ethic in order to promote a sound sense of self-worth (B.F. Skinner c1974). All staff seek to develop this positive ethos through praise and celebration of these attributes so that children leave St Thomas More with the essential foundations for the next part of their educational journey and into adult life.

Our Core Aims are reflected on daily by the children, they are in essence our 'school rules' and are designed to allow them to be the following:

- successful *learners* who enjoy learning, make progress and achieve
- *Loving* individuals who are able to live safe, healthy and fulfilling lives
- Team *players* who make a positive contribution to society
- *Prayerful* individuals who are able to recognise God's love and support to drive them forward.

Our behaviour expectations and our curriculum drivers work in synchronicity to bring about the aims and values of our school. Therefore, there is no list of unacceptable behaviours at St Thomas More, rather there is a climate of high expectations of positive behaviours for learning that establish a sense of belonging for both child and staff, creating strong and enduring relationships within our community.

Our positive expectations are, and not limited to, the following:



### **Successful learners who ...**

- enjoy learning and are motivated to achieve the best they can now and in the future
- are creative, resourceful and able to identify and solve problems
- communicate effectively in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others, taking initiative and organising themselves
- know about big ideas and events that shape our world and the local community



### **Loving individuals who ...**

- have a sense of self-worth and personal identity, recognising their own emotions
- relate well to others and form good relationships rooted in mutual respect and care
- have secure values and beliefs and have principles to distinguish right from wrong, with the confidence to challenge injustice
- make healthy lifestyle choices and know how to sustain positive mental health
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities, taking risks



### **Prayerful individuals who ...**

- understand that they are made unique in God's love
- can reflect on philosophical ideas and questions
- have knowledge and are respectful of their own and other's faiths
- recognise that they are part of a wider Catholic community and parish, feeling that they are able to contribute to it
- develop their own personal relationship with God through meaningful prayer and their own spiritual journey
- show excitement and inspiration offered by God's world



### **Team players who...**

- are well prepared for life and work, with basic life skills needed
- are able to work cooperatively with others
- recognise that we are part of a diverse and multicultural community
- have a secure understanding of British Values and strive to live in peace with others
- sustain and improve the environment, locally and globally
- can change things for the better for the needs of present and future generations.

## **Rewarding Positive Behaviour**

Following the Core Aims is recognised and celebrated within each class and across the school community.

## **Strategies for Rewarding Positive Behaviour**

The need for a positive reward system at STM is rooted in the research by B.F. Skinner who found that the rewarding of positive behaviour generally encourages subsequent good behaviour in the classroom. Positive behaviour rewards are as follows:

- Dojo points across all year groups – linked to new houses (Truth, Triumph and Trust). Our house names were chosen by the STM Mission Ambassadors and were selected because it is the school's anniversary year and the vocabulary refers to our school badge. Truth, Triumph and Trust also feeds into our school virtues and aims which are at the heart of St Thomas More. There will be termly rewards for the house with the most points, with all staff allocated a house to encourage a sense of team work and belonging. Dojo points can be given out by anyone across the school.
- Raffle tickets – raffle tickets are given to those children who are displaying Core Aims. A raffle ticket equates to a Dojo point in order to make recording points easier, the number of tickets in the draw is limitless and children who are drawn can choose from a goody bag of items purchased from class budget.
- Shout outs – these can take the form of Facebook posts, Class Story on Dojo posts, Tapestry, postcards or phone calls home, sharing success with Phase Leader.
- Core aim certificate in assembly – one from each class. Star Lanyard to be worn by each child for the week.
- Governor's award – Each term, the teachers choose a child from their class who has demonstrated the Core Aims, Values and Mission Statement. Each child is given a prize and become class ambassadors for the term. One child is chosen as the overall winner and is awarded the Governor shield. All their names are entered into the Golden Book as a permanent record of their achievement.

## **Three-Tier Behaviour Process at St Thomas More**

At St Thomas More a 3 tier system is used to promote inclusion and a sense of belonging across the school community. Positive behaviour is promoted in the first instance by teachers to take ownership of behaviour management and to expressly teach the core aims, social skills and positive reinforcement of the behaviour policy.

### **Tier 1 – Quality first teaching and classroom management**

- Teachers, LSAs and LTS work with a full understanding of behaviour theories and a focus on inclusion and community adopting an ethos of inclusion, support, differentiation and relationship building with children.
- Teachers, LSAs and LTS are trained in de-escalation and behaviour management for low-level disruption.
- Core aims and expectations of behaviour are consistently reinforced by the Teachers, LSAs and LTS.

- There is a clear escalation procedure in place in the classroom using 1,2,3 Magic. School-wide agreed consequences will be understood by all and an opportunity to reflect will be created for the child.
- Sanctions arising from reaching a '3' – 'time out' outside the classroom door instantly with a timer (1 minute for each year of child's age) or at the start of break time / lunch time (if a teacher is on duty time out to be a specific place on the playground); parents to be informed via a slip home which has a space for reflection and then returned to school the following day. A phone call or conversation on collection to explain the behaviour that triggered the escalation to a '3'. In incidences of persistent failure to adhere to positive behaviour expectations, then the class teacher may escalate to Tier 2.
- Consequences are applied fairly, discreetly and consistently and the child must be given the time to reflect on their behaviour with the adult who issued the '3'.
- Children are given a fresh start in each session.
- Escalations in behaviour are recorded on Bromcom for the purposes of behaviour analysis.
- There is a clear link with the SENDCO/ inclusion team/ external agencies to ensure that teachers are equipped to enable access to learning for children who find inclusion a challenge.

## **Tier 2 – Inclusion Support Team**

- The inclusion team is knowledgeable, available and equipped to help children to return to class when they are finding inclusion a challenge. Please refer to the schedule for the On-call Inclusion Support.
- The team work with children to reflect on their behaviour and seek to offer support and establish more beneficial ways of working.
- Following ongoing low-level behaviour, a child who has received three 3's in one term will be referred for a Positive Behaviour Plan.
- Behaviour which is classed as severe will automatically become a tier 2 referral and may result in a Positive Behaviour Support plan being put in place.
- Positive Behaviour Support plans are completed by the inclusion team in conjunction with the child, their parents and their teacher and are shared with all staff around the child. CPD for staff is identified in order to maintain the plan and quality first teaching and classroom management. The Behaviour Plan is designed to be a short-term measure and once reviewed there is an opportunity to come off the planned support.
- There are specific programmes established for children for whom inclusion is a consistent challenge such as nurture groups, 1:1 LSA support.
- Following analysis of behaviour data, the team offers support to parents and families and works closely with teachers and support staff to ensure a joined up approach to provision.
- The team liaises with the SENCO who will work with specialist support agencies for provision when necessary including CAMHS, LA and Speech and Language support.

- The Inclusion Team reserves the right to involve the Head Teacher for informal support and advice if deemed appropriate.
- SLT will have regular updates and discussions of progress following a half termly report featuring children in Tiers 1-3.

### **Tier 3 – School Leaders**

- If the range of provision from the class teacher, the Inclusion Team or any specialist support has failed to enable the child to access the classroom on a consistent basis, or the child is posing a risk to themselves or others through their behaviour, then the Head Teacher will consider a range of interventions including, but not limited to, a reduction of timetable, internal exclusion and 1:1 teaching and fixed term or permanent exclusion with support from the local authority.
- Decisions regarding intervention will be made following analysis of behaviour patterns, strategies employed and their effectiveness and feedback from the Inclusion Team.
- Decisions regarding intervention will be made in full and open consultation with parents/carers and the Inclusion Team, with the welfare of the child at the heart of any decision made.
- Overall, the final decision regarding consequence and time scales rests with the Headteacher.

### **Severe Behaviours**

There may be occasions when a child demonstrates a behaviour that is considered to be dangerous, severe and completely unacceptable in accordance with the Core Aims of the school. In these circumstances, it is considered acceptable to bypass Tier 2 and report directly to the Senior Leadership of either the phase in the first instance or the Head Teacher depending on severity. These behaviours may include but are not limited to the following:

- Swearing
- Violent conduct towards other children
- Violent conduct towards staff
- Bringing band items into school
- Deliberately causing damage to property
- Injuring others by thoughtless behaviour
- Stealing
- Leaving school premises without permission
- Bringing dangerous items into school
- Abuse of any kind towards minority groups including but not limited to gender, race or faith

\*Band items include: weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that the member of staff 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.

Under these circumstances, parents will be called in to discuss the issue as it arises and the Inclusion Team will be involved in formulating a positive behaviour plan around the child in order to prevent further episodes. The child will have the opportunity to reflect on that behaviour and its causes and next steps will be discussed and agreed with the child's involvement.

### **Bank of sanctions**

There are 3 levels of sanction available to impose depending on the severity and nature of the incident as well as the child and their need.

Level 1 – missing a playtime/lunch break, letter of apology

Level 2 – internal exclusion

Level 3 – external exclusion

### **Staff Training**

Training for all staff will be delivered yearly. The behaviour board will include relevant documentation and be updated accordingly. The display will include government guidelines and updated information eg. searches, screening and confiscations. New members of staff will receive training at the beginning of their induction period. Monitoring and support will take place throughout the year.

### **Behaviour at Playtime/Lunchtime**

The Core Aims expectations applied in the classroom are expected to be continued at playtimes, lunchtimes and any other unstructured time of the school day. We expect children to behave in a courteous manner towards each other and the lunchtime supervisors.

Several strategies have been put in place to ensure that the playground is a safe and happy place for the children to play and that children are always busy and focused to avoid any negative behaviours. These include:

- Separate Key Stage 1 and Key Stage 2 areas at playtime.
- Sports Crew
- Door Monitors
- Play leaders to support co-operative play across each key stage.
- Training for lunchtime supervisors in leading play at playtimes – play needs to be non-resource based.
- Rainbow Room – opportunity for children to request a member of the Inclusion Team to listen to and support them if having any issues.

Rewards for appropriate behaviour at lunchtime include:

- Dojo Points
- Golden table Cloth for the table of the week (1 for each year group)
- LTS have the opportunity to nominate children across the course of a term for Core Aims demonstrated during the lunch time session.

If a child chooses not to follow rules at playtime in any way the escalation of the behavior is managed in accordance with the Tier system including the use of 1,2,3 Magic to manage behaviour, therefore there should be high expectations of children to regard LTS in the same way as Class Teachers. If a child is given a 3 during lunchtime, LTS complete the Behaviour Log which is then given to the class teacher. The class teacher logs the incident on Bromcon and contacts the parents.

### **Behaviour at Breakfast/After School Club**

The Core Aims expectations are applied as part of the extended school day. Children should continue to act within the high expectations set of the school.

Several strategies have been put in place to support the children. These include:

- Buddies – Older members of the school community support the younger members.
- Focused activities set up to initiate high quality play and learning.
- Children are given plenty of opportunity to be outside.
- Set routines to support transitions.
- Children aware of the adult's role in keeping them safe.
- Library area used to allow quiet time.

Rewards for appropriate behaviour at Breakfast/ After School Club include:

- Dojo Points
- Raffle tickets
- Supervisors have the opportunity to nominate children across the course of a term for Core Aims demonstrated during sessions.

If a child chooses not to follow rules in any way the escalation of the behavior is managed in accordance with the Tier system including the use of 1,2,3 Magic to manage behaviour, therefore there should be high expectations of children to regard Supervisors in the same way as Class Teachers.

If there are persistent behaviour incidents or severe incidents, the Inclusion Team have the right to review the child's place at the club.



## **Parental Involvement**

The school is firmly committed to working in partnership with parents as they are seen as a key role in supporting a child's commitment to the Core Aims. Parents will be informed if their child has been given a 3 and a consequence of their behavior at the end of the school day on which that has happened. They will be given a slip to take home with them with the opportunity for parents to feedback on the discussion they have had with their child.

In the circumstances when Tier 2 procedures are in place for a child, then the Inclusion Team and Class Teacher will meet with parents to discuss strategies employed to maintaining inclusion in the classroom and how all parties can best support this in the home and at school. Parents will be involved at all stages of the Positive Behaviour Plan process to ensure clarity and mutual support for the child.

In the circumstances when Tier 3 procedures are in place for a child, then the Inclusion Team and the Head teacher will meet with parents to discuss next steps and the intervention that will be put in place and its implications on the child, the parents and the school in accordance with guidance from the local authority.

## **Conclusion**

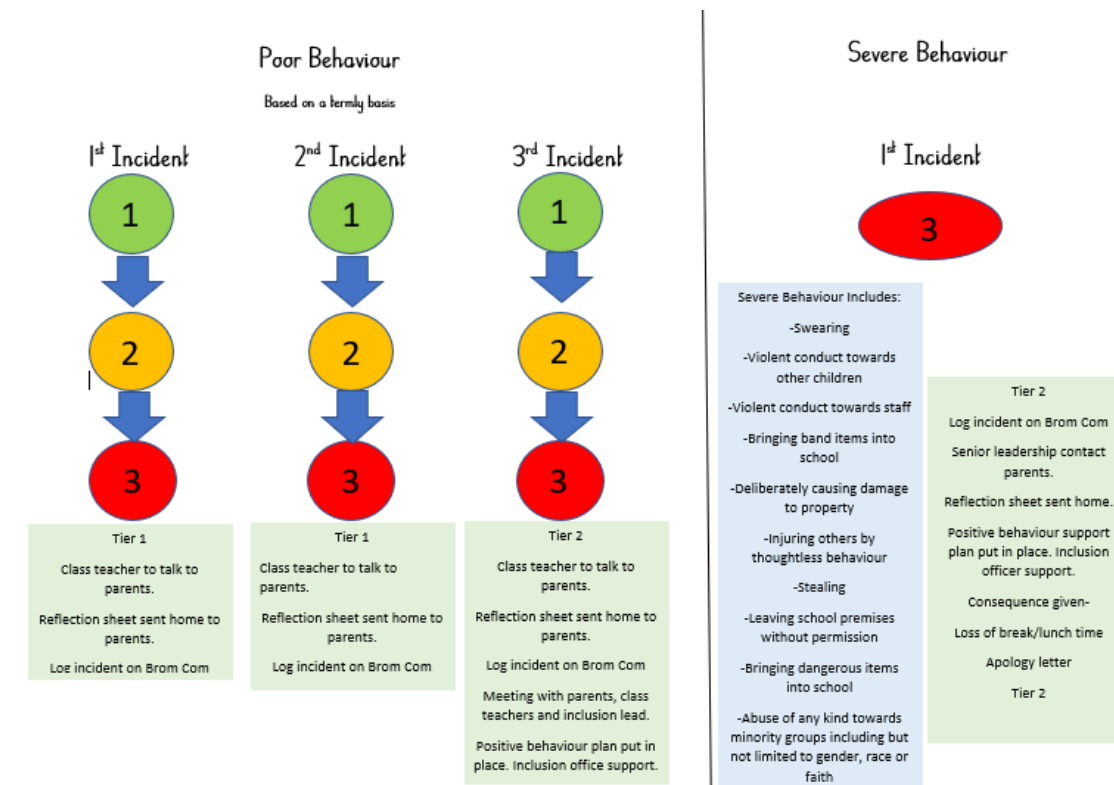
All staff are aware of the behaviour and anti-bullying policy and are active in its implementation. The policy reflects the values and principles that we consider to be important for our school and procedures to implement to ensure good behaviour is maintained. Refresher training of the behavior policy will take place yearly.

## **Monitoring and review**

This policy is monitored on a day-to-day basis by the SENCO, the Inclusion Team and the Head Teacher who reports to governors on request about its effectiveness. This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Please also refer to: Acceptable Use Policy, Safeguarding Policy, ICT Policy and Scheme of Work, Equal Opportunities Information and Action Plan, Staff Code of Conduct and Bullying Policy.

## Visual Support for Staff



## Visual Support for Pupils

