



### St Thomas More Behaviour Policy - Parent Summary

Our Mission Statement is 'Try to be like in Jesus in all that we think, do and say'. 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. Our Core Aims are reflected on daily by the children, they are in essence our 'school rules' and designed to allow the children 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.

St Thomas More have adopted a clear 3 Tier behaviour model across the school to ensure a consistent and positive approach to behaviour management. Teachers and support staff 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.

#### Tier 1 - Quality first teaching and Classroom Management

A process called 1,2,3 Magic is used both in and out of the classroom to ensure clear consequences and expectations. A parent course for 1,2,3 Magic is available, please contact Mrs Grainger via the office for more information.

- A time out space for your child to reflect and manage their behaviour is provided in the event that your child reaches a '3' at any given point during the day.
- Your child's teacher will speak with you either on collection or via phone call to discuss the behaviour.
- A slip will be sent home with an opportunity for you to sit with your child and reflect on their behaviour
  - EYFS and KS1 - parents fill in the reflection based on the child's response
  - KS2 - children are expected to write the reflection themselves based on conversation with parents.
- The slip should be returned to the class teacher on the next school day.

#### Tier 2 - Inclusion Support Team

In the event that your child is experiencing persistent difficulties in managing their behaviour, the Inclusion Support team will work with them to help them reflect on their behaviour triggers and offer support and strategies to establish more effective ways of working. A Positive Behaviour Support plan will be created with all parties included in its formation - your child, their class teacher, supporting adults and yourselves - to ensure that your child is able to remain focused and included within their classroom. The Support Plan will be reviewed on a half termly basis by parents and the Inclusion support team in order to establish its impact on your child's behaviour and establishing next steps.

#### Tier 3 - School Leaders

Should provision from the inclusion team fail to support the child in regulating behaviour or should the child's misbehaviour be severe, then they will be referred to the school leadership team. You will be contacted for a meeting. Within this meeting alternative methods of support may be discussed including the possibility of a reduced timetable, fixed-term exclusion, learning contract or any other method deemed to be suitable. It will be decided whether the school is able to continue to support the child or whether an alternative provision may be necessary.