



Behaviour Policy

St Thomas Church of England Academy

Approved by:	Board of Trustees	Date: 12 th December 2022
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Contents

1	Purpose of the Positive Behaviour Policy	3
2	Our Vision	3
3	Roles and Responsibilities	4
4	Procedures and practices	6
5	Children with Special Education Needs and Disabilities	12
6	Policy links	12
	Appendix 1 - Summary	13

Mission Statement

All Saints Multi Academy Trust, Birmingham

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

1. Purpose of the positive behaviour policy

Provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

The positive behaviour policy is for all staff, pupils, parents, carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our academy is committed to the emotional health and wellbeing of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole community.

St. Thomas CE Academy is committed to creating an environment where exemplary behaviour is at the heart of the learning culture and productive learning.

Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

Our Positive Behaviour Policy guides staff to teach self-regulation. It is underpinned by our key learning behaviours highlighted in our school rules:

- R**espect everybody and everything.
- U**se all opportunities to do your best.
- L**ook out for the safety of everyone.
- E**ach choice you make is your own responsibility.
- S**peak and listen politely.

At St Thomas, we believe that our Christian distinctiveness supports our children to make positive behaviour choices underpinned by their moral compass and our shared values.

2. Our vision

Our children are at the heart of everything we do through Christian values and relationships. Living and learning together we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of self-belief, mutual respect and belonging through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for happy and successful life-long learning.

In our school, we aim to:

- Build a community, which values kindness, care, good humour, good temper, respect and empathy for others.
- Create a culture of exceptionally good behaviour, for learning, for the community, for life.
- Ensure that all learners are treated fairly, shown respect and promote good relationships.
- Refuse to give learners attention and importance for poor conduct.

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches.
- Help learners take control over their behaviour and are responsible for the consequences of it.

3. Roles and responsibilities

All staff must:

- Take time to welcome children at the start of the day and each session, preferably greeting them at the door of the classroom.
- Be ready to connect with pupils before they correct them.
- Award dojo points for positive behaviour
- Always address children who are struggling to meet expectations.
- Always redirect children by referring to the school rules.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use Behaviour Recognition Boards.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Deliberately and persistently catch children doing the right thing and praise them in front of others, using stickers, notes, certificates etc.
- Know classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Wherever possible, use non-verbal cues to support a calm environment:
 - ✓ Lower hands = children to sit down.
 - ✓ Raising a hand to ear = children to listen.
 - ✓ Fingers on lips = children to be quiet.
 - ✓ Twizzle of the finger = child(ren) to turn around.
 - ✓ Pointing at eyes = children to look at the teacher.
 - ✓ Raise hand = all children to put down any objects, stand or sit still, stop talking, look at the teacher showing that they are ready to listen.

The Senior Management Team must:

- Take time to welcome learners and their families at the start of the day.
- Be a visible presence around the school, particularly at busy transition times.
- Regularly share good practice.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Award dojo points around school for positive behaviour and calm transitions.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMs to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

The Role of the Executive Headteacher:

- It is the responsibility of the Executive Headteacher to implement the school Positive Behaviour and Policy consistently throughout the school.
- Report to the governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety, and welfare of all children in the school.
- Support the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of behaviour.
- Give a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. See exclusions policy.

The role of parents/carers:

- Parents/carers work with the school so that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to read and support the school rules.
- We expect parents/carers to check in on classroom dojo to monitor their child's progress.
- We expect parents/carers to support their child's learning and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school must use reasonable consequences to help a child follow the school rules and learn well, we expect parents/carers to support the actions of the school.
- Attend all parental consultations during the year.
- Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child.

The role of pupils

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's rules.
- To follow the instructions from the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class, and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

The role of Governors:

- The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Executive Headteacher in adhering to these guidelines.
- The Executive Headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may advise the headteacher about disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Children want staff in school to:

- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.
- Identify the behaviour we expect.
- Explicitly teach behaviour.
- Model the behaviour we expect.
- Notice excellent behaviour.
- Create conditions for excellent behaviour.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly (PIP) and reminded in private (RIP).

4. Procedures and practices

Behaviour Recognition Boards:

Each classroom will have a Behaviour Recognition Board which contains an A4 version of our rules, three (green, gold, amber and blue) zones and each child's name. There should also be a space at the top to write the behaviour expectation for that week/day/lesson. This can be a behaviour of the teacher/class choice that is less consistent or an expected learning behaviour. It should be regularly reviewed and referred to often.

Every day each child starts on the green zone labelled 'I am Rock Steady and Ready to Learn'. The gold zone should be labelled 'I am a Behaviour Superhero'. This zone is used as recognition of sustained exceptional behaviour or for recognition that a child has consistently shown the behaviour of the week/day/lesson. The amber zone is used as a verbal warning. Children are moved onto this zone after a staff member has given a verbal warning, indicating to the child that they need to redeem themselves to return to green. The blue area is for those children who have shown behaviour that is not consistent with the class expectations. This should be labelled 'I have time to make the right choice.' A child should only be put on here once they have received a verbal warning. If the behaviour continues after the child has had time to change it, then a private reprimand and consequence should be given (see below)

Classroom dojo

Classroom dojo is an online tool, which the school uses to monitor behaviour and keep parents informed with what happens in and around school. Each child and parent are allocated an account, where they can receive information and photographs from the school office team. Every child is given a profile which can gain points for positive behaviour. Each point is linked to a different expectation around school, some in class and some outside of the classroom. Children are awarded points for positive behaviour and can use their points for certain prizes and events at various times in the year. Children can lose dojo points if they move into stage 1 of our behaviour system but are given an opportunity to redeem themselves by showing a positive change in behaviour. However, they can be lost if they continue to show that their behaviour needs work and enter stage 2. The "needs work" point deduction on classroom dojo is linked to each of our school rules, demonstrating that we should always be upholding the core values and rules of our school. Parents can see their children's points at

home (on the app) and why points were deducted if that child has broken a school rule and not redeemed themselves. This process ensures that the parents are informed and are an active part in our behaviour system.

Children work together on whole class points, based on positive behaviours. Every week, classroom dojo displays the percentage of positive rewards for each class and are then entered into a leader board, where the top 3 are announced on a Friday. The class with the highest percentage of positive behaviour receive a trophy to display in their classroom for that week.

Managing and Modifying Behaviours:

We aim to reprimand in private (RIP) and praise in public (PIP).

Stage 1:

Types of behaviours:

- Out of seat/calling out/interrupting teacher during whole class/loud noises/interrupting other children.
- Inappropriate language.
- Not listening.
- Not keeping hands and feet to themselves.

Use of a verbal response to remind a child (reminder of expectations/school rules/desired behaviour expected at that time). It may be difficult to do this in private at this point but if it is possible, it should. The child's name is moved onto the amber zone and a dojo point is removed from the child's profile.

Redeem yourself:

Children on the amber zone, have the opportunity to redeem themselves. After reflecting from their verbal warning, a child may show improvement in their behaviour and make the correct choice. If a child shows this improvement, then a redeem yourself dojo point is rewarded to them, allowing them to regain the points that were lost.

Stage 2:

Types of behaviours:

Continuation after verbal warning of

- Out of seat/calling out/interrupting teacher during whole class/loud noises/interrupting other children.
- Inappropriate language.
- Not listening.
- Not keeping hands and feet to themselves.

Plus

- Challenging authority.
- Rudeness to an adult or another child.
- Lack of respect (people and property).
- Refusal to follow instructions.
- Leaving the classroom without permission.
- Name calling

Move the child into the blue zone and give them an appropriate amount of time to make the right choices. Offer a positive choice to do this and refer to previous examples of good behaviour. The child will be given a possible consequence linked to the list below. A follow up conversation must take place,

allowing the child to understand the triggers for their behaviour and how they can make better choices in the future.

The following script can be used to support teachers when they are talking to the children.

- I notice you are... (having trouble getting started, wandering around the classroom).
- It was the rule about.... that you broke.
- You have chosen to...was this the right choice? What choice can you make now?
- Do you remember last week when you...?
- That is who I need to see today...
- Thank you for listening.

Possible consequences:

- Missing part or whole of playtime/lunchtime.
- Missing something that they enjoy/loss of privileges.
- Sitting with an adult to work.
- Sitting by themselves to work.
- Apologies made and reinforced.
- Informing a parent.
- Lost house points or other reward system being used.

*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.

FOLLOW UP – REPAIR & RESTORE:

This will be a chat at break/lunchtime

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

Stage 3:

If the child continues to behave in an unacceptable way, then time out should be given. This may be a short time reflecting away from their table or outside the room or time to sit with another adult in the classroom. It should last for enough time for the child to calm down, breathe, look at the situation from another perspective and compose themselves. At this stage the child will be informed that there will be a consequence for their actions. This consequence should be applied and followed up consistently.

Consequences

We believe that all children can learn to consistently make the right choices in their daily lives. Remind the children that part of 'God's Love in Action' is to help us all make those right choices. Our aim is to help children to reflect on the consequences of their behaviour choices and where necessary, apply sanctions which encourage them to make the correct choices. Consequences and sanctions are gradual, allowing the children many opportunities to follow our school rules.

Any behaviours from Step 3 should be recorded on CPPOMs, a brief description of the behaviour with the consequence that was issued. The Pastoral Manager will follow up any repeated incidents of low-level poor behaviour along with the School Management Team. Parents will be informed and asked to support the school at home.

Stage 4:**Types of Behaviour:**

- Bullying (see separate policy)
- Harming others - this includes 'hitting back.' Children are told never to retaliate but always to talk to an adult. We ask parents to co-operate with the school in encouraging their child/ren to never hit back but to seek adult help. The school will investigate all reported incidents and will ensure a full and fair approach.
- Racism
- Homophobic behaviour
- Swearing
- Spitting
- Vandalism to the school or other's property
- Child on child abuse

These behaviours will result in the child being spoken to by a senior member of staff. A more serious consequence will be issued, and the child's parents will be spoken to, preferably face to face after an immediate phone call.

The Executive Headteacher will be informed immediately if a child:

- Wilfully inflicts harm on another physically or verbally.
- Deliberately endangers someone else.
- Wilfully destroys property.

Expected Behaviours in the Classroom:

- Children ready - looking at teacher, ready to listen.
- When the adult is talking, eye contact, no "fiddling" or low-level chat.
- Respond to instruction first time and quickly.
- Noise levels are low.
- All four legs of the chair on the floor.
- Respect for property – stationery, displays, books etc.
- Respect for each other.

In the Dining Hall:

- Good table manners.
- Tidy up after yourself and each other.
- Call the Lunchtime Supervisors by their names and show them the upmost respect.
- Always walk around the dining hall.
- Talk to the other children on your table but do not shout across the room.
- Wash hands before your lunch.

Collective Worship:

- Sit quietly cross legged on the floor, arms folded or hands on your lap.
- Watch for the adult leading and be ready to listen.
- Be respectful during prayers, if you don't wish to pray use the time to reflect.
- Stand up silently when it is your class's turn to leave.
- Remain quiet as you walk back to your classroom.

Break Times:

- Be aware of others, especially if you are running around. Apologise if you bump into someone accidentally.
- Always ask an adult before you go to the toilet.
- Share the playground equipment.
- Care for others, especially if they have no one to play with.
- Stand still when the bell is rung and wait for your year group to be called to line up.
- Walk to your line quickly and quietly.
- Walk back to your classroom quietly and calmly.

Around School:

- Hold the door open for an adult (do not go through before them or at the same time). An adult will do the same for a child if they need to.
- Speak politely to everyone.
- Always remember your good manners, especially please, thank you and excuse me.
- Treat all property with respect.

House Points:

The children are divided into four houses - Sharks, Crocodiles, Tigers, and Bears. House Captains are elected from Year 6 pupils who prepare and make an election speech. House Captains are responsible for organising house teams for a variety of activities that take place throughout the year. House teams are used within sporting events and whole school events.

Language around Behaviour:

At St Thomas, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm. Conversations should follow the suggested script above and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Staff should also help children to understand how they are feeling and develop strategies to deal with them.

Extreme Behaviours:

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Behaviour Management Plan'. When dealing with an episode of extreme behaviour, a child may need to be held if they or another person is unsafe. This will only be used as a last resort and by trained staff only. The school will record all serious behaviour incidents on CPOMS and any holds in the bound book which is locked in the filing cabinet in the Pastoral Manager's office.

Physical Attacks on Adults:

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention Policy and should call for support if needed. Only staff who have been trained should hold a child. All staff should report incidents directly to the Executive

Headteacher or member of SMT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SMT. While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Suspension (formerly known as Fixed Term Exclusion):

Suspensions will occur following extreme incidents at the discretion of the Executive Headteacher. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Permanent Exclusion or Managed Move Exclusion:

This is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

A permanent exclusion will be the last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions. A Permanent Exclusion Register will be kept monitoring exclusions.

Beyond the School Gate:

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing our school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In the incidences above, the Executive Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

At St Thomas, we recognise protected characteristics from The Equality Act 2010: The following characteristics are protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

5. Children with Special Educational Needs and Disabilities (SEND)

Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. At St Thomas, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have.

6. Policy Links

1. Child Protections and Safeguarding Policy
2. Anti-bullying Policy
3. Child on Child Abuse Policy
4. Online Safety Policy
5. Exclusions Policy
6. Special Educational Needs and Disabilities Policy
7. Staff Code of Conduct

Appendix 1 - Summary

Stage 0 – Behaviour is good		
What are the concerns?	Who should deal with this?	What is our response?
No concerns.	Class staff should use the behaviour of child to reinforce positive behaviour to others.	<ul style="list-style-type: none"> • Dojo points awarded • Stickers • Certificates • Positive affirmation
Stage 1 – Low level concerns: low level classroom disruption/behaviour		
What are the concerns?	Who should deal with this?	What is our response?
Children’s learning is disrupted. Child is not following the school rules and ethos.	Classroom Staff	<ul style="list-style-type: none"> • Verbal reminder of expectations. • Dojo point taken away • Redeem yourself point given if corrected behaviour
Stage 2 – Low-level disruption/behaviour continues after verbal warning		
What are the concerns?	Who should deal with this?	What is our response?
Repeated interruptions to learning. Child is not following the school rules and ethos.	Classroom staff	<ul style="list-style-type: none"> • Move into the blue zone. • Dojo point is permanently removed • Time to make the right choice and rectify the behaviours.
Stage 3 – Repeated low level and higher-level disruption/behaviour		
What are the concerns?	Who should deal with this?	What is our response?
Continued interruptions to learning. Rules and ethos continually not being followed.	Class staff with support from PCM or member of SLT if needed.	<ul style="list-style-type: none"> • Time out. • Consequence given. • Recorded on CPOMs. • Parent informally spoken to at the end of the day.
Stage 4 - High level disruption/behaviour		
What are the concerns?	Who should deal with this?	What is our response?
Unacceptable language. No learning is taking place. Children/adults safety is at risk.	Miss Williams Mr Moss Mrs Ward Lewis Follow up - Miss Cheema	<ul style="list-style-type: none"> • Severe consequence. • Individual Behaviour Plan • Recorded on CPPOMs. • Parents meeting. • Possible suspension/exclusion.