

St Thomas More Catholic Voluntary Academy



Love One Another as I have Loved you.

John 13:34

Behaviour Policy

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| Policy Date: | September 2023 | Headteacher |
| Policy Review Date: | September 2024 | Charlotte Crosse |
| Ratified by Governing Body: | | |

School Mission Statement & Ethos

'Love one another as I have loved you' John 13:34

At Saint Thomas More Catholic Voluntary Academy each child is valued as a unique individual made in the image of God. In partnership with parents and the church community and with God's grace, our school helps each child to develop fully as a person and to nurture and nourish their gifts and talents through worship, play and learning. We live our everyday lives modelling our actions on the example of Jesus. Our inclusive school community respects the rights of all. Our school ethos emphasises the importance of developing self-esteem, self-regulation, intrinsic motivation, and positive reinforcement of good behaviour rooted within the Gospel values of love, care, tolerance, and respect for all.

Our Aims

- To develop positive relationships through a restorative approach, which promote positive self-esteem, self-discipline and which establish clear expectations and routines for all members of the school community.
- Through clear expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and that support all members of the school community.
- Recognise the importance of effective and robust routines and teaching in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships, routines and behaviour policy and procedures.

School Charter

At St Thomas More CVA:

- We are a welcoming community which embraces the uniqueness and value of every individual within the St Thomas More CVA family.
- We are encouraged to share our opinions, listen and are listened to with respect.
- We speak politely, show good manners in school and aim to be punctual.
- We look after our school environment and make it a pleasant and attractive place.
- We learn interesting things and strive to be the best we can be in all that we do.
- We all work together to make the school a happy and safe place to be.
- We foster the Gospel values, compassion and understanding in everything we do.

To make this Charter more accessible for the children we use the following 5 Whole School Rules and encourage the children to 'Strive For Five'.

- 1. To follow Jesus Example**
- 2. Be Kind**
- 3. Be Polite**
- 4. Be Respectful**
- 5. Always Do Your Best**

The Restorative Approach – Building a positive community including rules and high expectations.

Restorative approaches are based on four key principles: -

- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

Promoting Positive Behaviours

We believe that pupils should behave because it is the right thing to do and not because they believe there will be a material benefit/extrinsic reward. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Staff congratulating pupils
- Letter / phone call/ dojo message home
- Giving children stickers
- House/Dojo points
- In class reward systems (cumulative class rewards e.g. marbles)
- Whole class rewards
- 'Star of the Week' awards based on demonstrating behaviours for effective learning
- Head Teacher's award.
- House celebration events

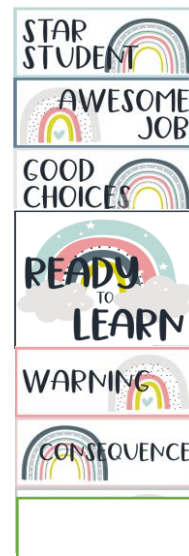
We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

At St Thomas More CVA our aim is to create an environment in which children take responsibility for their actions and behaviour and develop self-regulation strategies. We employ a visual display to support children's understanding of their current level of behaviour. Staff will recognise and celebrate those children that are making good choices in relation to their learning by moving them up the visual display.

If children are not making good choices in relation to their learning and behaviour, staff will share this with the child. The steps in this process are:

- Verbal Warning – Staff to explain what they expect the child to be doing
- Warning – If the wrong choices are still being made, staff will remind the child what their expectations are. The child's name will then be moved down on the visual display.
- Consequence – If the child is still showing the wrong choices after their warnings their name will be moved down the visual display and they will miss 5 minutes of their breaktime or lunchtime to put things right OR the child will spend 5 minutes in another class.
- If the child continues to make wrong choices or there is a serious incident, they will be sent to work with the Headteacher or Deputy Headteacher or a member of SLT.



In line with our restorative approach, all children have the opportunity to put things right and show good learning behaviour in order to move themselves from consequences or warnings back to ready to learn.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains
- Chaplaincy team
- Membership of the School Council;
- Playground leaders;
- Members of the Eco team

Awarding House/Dojo Points for Positive Behaviours

At St Thomas More CVA, we use the Class Dojo/Arbor system to support our school community. Staff are encouraged to award positive behaviours.

Children will accrue points individually and these can be logged on class dojo by the Class teacher, TAs, Deputy Headteacher and Headteacher. These points can be viewed by parents

on the class dojo app to celebrate with their child. Children will also complete an individual points tracker on a weekly basis, so they are aware of their achievements.

- When a child accumulates 100 points (or multiples thereof), they will be awarded a 100-points club badge of honour by their house captain.

Dealing with inappropriate Behaviour

Incidences of inappropriate behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. All the people involved in an issue have the chance to have their say and become actively involved in the process.

Key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

Consequences

All children will be supported to learn and understand that poor adherence to the rules in each situation will have consequences. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

At St Thomas More CVA, we recognise that all children are unique individuals and therefore we are flexible in the way we implement the policy. We are conscious that we adapt our approach to ensure it is suitable for the pupil's age, needs and level of understanding. The Behaviour policy may need to be adapted for individuals; pupils who have experienced trauma, those with low levels of emotional maturity or those with Special Educational Needs. Children identified as having significant social, emotional, or mental health needs (also incorporating Operation Encompass) may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Some children with social, emotional, or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time out' or 'time in' can be offered to children before an incident is dealt with.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy. In EYFS, points are shared visually with the children.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Additional support for persistent challenging behaviour

It is expected that for most children, an initial reminder or first warning is enough for the children to return to the expected behaviour. Where this behaviour continues the class teacher together with SENDCo / SLT will evaluate a child to determine whether they have underlying needs that are not currently being met. In conjunction with parents, they will formulate an Individual Behaviour Plan (See Appendix 1). for the pupil if challenging behaviour persists. Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and / or others to identify or support specific needs.

Positive Handling

Please see the positive handling policy.

The right to search a pupil.

St Thomas More will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned by the school, for which a search can be made, or if the pupil has agreed.

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Conducting a search

A search will be carried out only by the Headteacher, and those staff authorised by the Headteacher. Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, *pupils have a right to respect for their private life*. In the context of these rights and obligations, we understand and will facilitate a pupil's right to expect a reasonable level of personal privacy,

When exercising our power to search, we will consider the age and needs of pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before carrying out a search, we will ensure that the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed. School should always inform parents of any search for a prohibited item and the outcome of the search as soon as is practicable.

If the pupil refuses to co-operate, the member of staff will assess if it is appropriate to use reasonable force to conduct the search. Such force as is reasonable will be used to search for any prohibited items identified above, but not to search for items which are identified as banned items only in the school rules.

The staff member conducting the search will be the same sex as the pupil being searched, with another staff member present as a witness to the search.

Related policies:

Positive Handling Policy

Exclusions policy

Anti-bullying policy

School Uniform

Positive Behaviour Plan

Name:

Class:

Plan completed by:

~~~~~'s Strengths:

- 




Behaviour's we want to change:




Things that make ~~~~~'s behaviour change:

Behaviours we want to see:



How all adults involved will help:



Signed: .....(Teacher/Support staf  
Signed: .....(Parents/Other adults  
Date of plan agreed: ..... Review Date: .....