



'Believe to Achieve'

A parent guide to our behaviour approach

Ready

Child needs to be ready for.

Respect

humans, animals and property.

Safe

that keeps themselves safe and others safe.

These are our core values that we want to instill in our children to prepare them for life beyond St Thomas'.

'St Thomas' Ethos'

Being part of the 'St Thomas' Community' means we ALL work together to create an inclusive environment where everyone is **happy, enjoys learning and achieves their full potential.**

Our Core Learning Values

Respect	Resilience
Kindness	Challenge

copy. Our aim is to nurture each child to ensure they are happy well-rounded children.

Relentless Routines

Wonderful Walking
Marvelous Manners
Daily Meet and Greet

We believe that...

All behaviour is communication, so every effort must be made to understand it through a restorative approach. All consequences must be viewed as a conversation to improve future behaviour.

All responses to unwanted behavior must be appropriate and consistent!

Reconnect & Repair

In life we all make mistakes. What is important to us is the learning that takes places to ensure children do not continue to make the same mistakes or display the same behaviour over and over again. Talking to our children and guiding them through tricky situations is the most powerful way to support them in making changes to their own behaviour. Children need to take ownership of their behaviour before they can take steps to change it. We believe this is achieved by having constructive conversations with every child and understanding the underlying reason for the behaviour. We as humans often damage relationships through our behaviour therefore, we must ensure any damage is repaired and relationship strengthened.

Recognition

- Celebration Assembly
- Dojo messages / Postcards
- Verbal praise
- Class Dojo points & Stickers
- Wellbeing Time (children & adults)

Definitions

Consequences

- Actions to guide behaviour
- Thinking Time
- Pay back learning time in social time
- Constructive conversations
- Communication with parents
- Ladder approach

All consequences will be appropriate to the rule that has not been followed and individual to the stage and age of the child. All consequences should guide children to improve future behaviour and support the child to make the right choices.

Our approach to inappropriate behavior is explained above in our behaviour approach.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lesson, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform and jewellery.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules (Ready, Respect and Safe)
- Any form of bullying.
- Sexual harassment, meaning unwanted conduct of a sexual nature.
- Vandalism.
- Theft.
- Fighting/Violence.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited item.

Roles and Responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the school's approach to behaviour management and this policy. The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing the school's approach to behaviour management and this policy in conjunction with the Governing Board. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Challenging inappropriate behaviour.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour approach.
- Attend any meetings as necessary to discuss their child's behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Sexual harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Reporting to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

This is also covered in our Safeguarding policy.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another children that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded in school, reported to Governors on a termly basis ad reported to parents.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding policy.

Recording and Reporting

The school will ensure we follow all the current local and national guidelines when behaviour incidents including physical restraint, prejudice-based discrimination, bullying and any incident classed as a safeguarding matter.

Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to a child's behaviour may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behavior as part of our yearly cycle of training. Team Teach and the correct use of restraint is updated in line with current Team Teach practice.