

St. Thomas More Catholic Primary School



“Learning to live, love and celebrate as we grow in the knowledge and love of Christ.”

Behaviour Management Policy

Author: Headteacher

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Behaviour Management Policy

'Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and kind, forgiving each other as readily as God forgave you in Christ.'
Ephesians 4:31-32.

WHAT WOULD JESUS DO? (WWJD)

EQUALITY

We believe...

... that positive and desirable behaviour for the whole school comes from valuing the worth of everyone in the community. This objective can also be fulfilled through the commitment of our pupils to following in the footsteps of Jesus and to their studies.

COURAGE

This means that we will...

- ✓ respect the rights of everyone, positively valuing gender, race and the rights of those with specific needs
- ✓ always encourage self discipline
- ✓ value quality in learning and teaching
- ✓ respect the school's immediate environment, care for resources and look after our school
- ✓ take responsibility and care for the local community and acknowledge our place in the wider world, so that we may 'put our dreams to help people into action today'
- ✓ foster a safe environment physically, emotionally and spiritually where children and adults feel secure enough to take risks, both in their learning and with their relationships.

INSPIRATION

Why do we need a behaviour policy?

- To enable all members of the school community to develop his or her learning potential
- To establish shared expectations over what is pro-social behaviour
- To develop children's commitment and responsibility as members of the school and local community and to build an increasing awareness of the responsibilities they will have as global, Catholic citizens of the world.
- To offer guidance over the development of the school as a community within a community
- To encourage a sense of 'pride' in and commitment to the shared values of our school.
- To foster co-operation between all members of the school community.
- To reinforce a positive school ethos

Parents / Guardians

Parents play a crucial part in shaping their children's personalities and attitudes. The establishment of an effective working partnership between parents and schools is essential so that together we can foster high standards of pro-social behaviour.

The school does not tolerate bullying and racism, the procedures of which are documented separately.

Assemblies

Assemblies will be used as an opportunity to deepen and develop our Catholic values and spiritual awareness, to acknowledge achievements and to foster a sense of community. We celebrate times when children show self-discipline and develop their self-esteem in an atmosphere of mutual respect, encouragement and forgiveness.

At St Thomas More School, everyone has a part to play in the promotion of high standards of pro-social behaviour. We believe that children and adults flourish best in a happy, ordered and positive environment in which children are enabled to fulfil their potential.

FRIENDSHIP

RESPECT

DETERMINATION

EXCELLENCE

At St Thomas More School, all staff working with our children receive training in therapeutic behaviour support and management. This training is called 'Hertfordshire Steps' and is adapted from the original work by Angela Wadham of Norfolk Steps. The term 'Steps' is drawn from the Norfolk County Council statement on inclusion: *'The Process of taking necessary **steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life'*. This statement reflects the philosophy, policy and practice at our school. Our approach has been an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support, debrief and educate both children and staff after a crisis, particularly if physical intervention has been required.

We have two members of staff who are accredited Hertfordshire Steps tutors and have delivered the training to our staff. New staff joining the school will receive this training as soon as it is available to them and all staff will have annual refresher training.

Rationale

At St Thomas More School, it is recognised that pro-social behaviour and good order is a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school. We aim:

- To be welcoming and inclusive
- To create a firm and consistent approach throughout the school
- To maintain, encourage and promote pro-social behaviour, self-discipline and respect
- To encourage independence and personal confidence
- To uphold our Gospel values as a school which respects the rights of all individuals
- To encourage consideration for others (pupils and staff) in the community by promoting respect, courtesy, acceptance, compassion, forgiveness, reconciliation, teamwork, trust, honesty and love
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour, also recognising that it can be conscious or unconscious behaviour.

Promoting Pro-social Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting pro-social behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect from others
- Encouraging internal discipline, self-management and a sense of responsibility for pro-social behaviour through the implementation of BLP – the 4 Rs of reflectiveness, reciprocity, resilience and resourcefulness to systematically cultivate habits and attitudes that will enable all pupils to face difficulty calmly, confidently and creatively
- Encouraging internal discipline through the implementation of weekly Gospel Values themes
- Speaking in a calm voice. If you are shouting, you are not modelling pro-social behaviour
- Praising pro-social behaviour
- Using positive phrasing and reminding
- Providing pupils with pro-social/positive experiences that will create positive feelings and therefore pro-social/positive behaviour
- Being good role models through patterning and copying
- Using scripts, repetition and structure
- Using consistent, clear, agreed boundaries
- Comfort and forgiveness
- Adopting a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Rights and Responsibilities

At St Thomas More School, our values are demonstrated through each member of staff working as a member of a team, sharing achievement, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are: compassion, justice, integrity, honesty, love, forgiveness, reconciliation, hope, resilience, perseverance

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair for other children or the staff.

The Curriculum and Learning

We teach pro-social behaviour as we teach other areas of the curriculum through modelling of and praise for good practise. Pupils are taught about their feelings and emotions during everyday teaching opportunities, PSHE lessons and Collective Worship. A calm, engaging, well ordered learning environment, encourages pro-

social/positive behaviour as well as good learning. All children are treated sensitively; criticism focusses on the anti-social behaviour rather than the individual child.

A distinction is made between developmental/conscious/unconscious behaviour and persistently anti-social behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules and therefore individual strategies may need to be implemented to support them and the other children in their class. This may include the use of targets with specific rewards, alternative rewards, consequences or alternative provision and the use of outside agencies.

A Therapeutic Approach

At St Thomas More School, we recognise that anti-social/negative experiences create anti-social/negative feelings and that anti-social/negative feelings create anti-social/difficult/dangerous behaviours, whilst pro-social/positive experiences create pro-social/positive feelings and these feelings create pro-social behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting with anti-social behaviour and utilise the resources in the Herts Steps Electronic Toolkit to analyse and plan for a child

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's anti-social behaviour, not just try to suppress the anti-social behaviour. For example, within the Herts Steps Electronic Toolkit, the 'Roots and Fruits' exercise supports staff in identifying the underlying influences on anti-social behaviour. This exercise helps adults list a child's positive/pro-social and negative/anti-social experiences that may have led to their negative/anti-social feelings and anti-social/difficult/dangerous behaviours.

We teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

Pro-Social behaviour is: <ul style="list-style-type: none"> • Behaviour which is positive, helpful, and intended to promote social acceptance • Characterised by a concern for the rights, feelings and welfare of others. • Behaviour which benefits other people or society such as helping, sharing, donating, co-operating, and volunteering. 	Anti-Social behaviour is: <ul style="list-style-type: none"> • Behaviour that causes harm to an individual, the community or to the environment. • Likely to cause injury, harassment, alarm or distress • Behaviour that violates the rights of another person • Contrary to the laws and customs of society 	
Pro-Social consequences: <ul style="list-style-type: none"> • Behaviours which foster our values will be acknowledged by staff with positive consequences. • Through these consequences, we aim to develop internal discipline, which leads to self-regulation. • Children learn to manage their own behaviour rather than rely on external controls. 	Protective consequences: Removal of a freedom to manage harm. Increased staff ratio Differentiated teaching space Exclusion	Educational consequences: The learning, rehearsing or teaching so the freedom can be returned. Completing tasks Rehearsing Assisting with repairs Educational opportunities Research Conversation and exploration

All behaviour has a function and we expect all staff to describe behaviour using unemotional, non-judgemental, factual language. Staff are taught the difference between difficult and dangerous behaviour, conscious and sub-conscious behaviour. Difficult behaviour is behaviour that is anti-social but not dangerous. Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Conscious behaviour is a result of thought and planning; a behaviour chosen in order to secure a desired outcome or meet a specific need (unwilling to moderate or self-regulate). Subconscious behaviour presents without any thought or planning; a behaviour a person is unable to contain (unable to moderate or self-regulate)

Consequences and Sanctions

At St Thomas More School, adults have the responsibility to use consequences, which have a relation to the anti-social behaviour and as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour.

When we use protective consequences we need evidence of the educational consequences that are in place to progress the child to a point where we can return any freedoms limited by the use of protective consequences. Educational consequences return freedoms.

When Faced With Anti-Social Behaviour

Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing e.g

- 'Stand next to me'
- 'Put the toy on the table'
- 'Walk beside me'
- 'Put the 4 legs of the chair on the floor'

Limited Choice e.g

- 'Put the pen on the table or in the box'
- 'When we are inside, Lego or drawing?'
- 'Talk to me here or in the Sensory Room'

Disempowering the Behaviour e.g

- 'You can listen from there'
- 'Come and find me when you come back'
- 'Come down in your own time'

Use of a De-Escalation Script

- Say the person's name
- Acknowledge their feelings 'I can see something has happened'
- Tell them why you are there 'I am here to help'
- Offer Help 'Talk to me and I will listen'
- Offer a 'get-out' (positive phrasing) 'Come with me and.....'

Physical Intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps accredited trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Situations may include:

- To comfort a student in distress, appropriate to their age and understanding
- To support a child with their physical care (toileting, self-care, changing clothes)
- To gently direct a person
- For activity reasons (drama, physical games)
- To avert danger to the student, other persons or significant damage to property

Risk Assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner anxiety, triggers that could lead to difficult/dangerous behaviours
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show pro-social behaviours at school
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours

Reflect, Repair and Restore (The 3 R's)

At St Thomas More School we have a restorative approach which puts repairing harm done to relationships and people as the highest priority. This is called Reflect, Repair, Restore. A restorative approach focuses on harm that has been done, how the harm can be repaired, looks at experiences, feelings and needs, and plans to ensure conflict is less likely to happen in the future.

Once the child is calm, relaxed and reflective, the experience is re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how

- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

Reflect, repair and restore is a structured process with recorded outcomes which can be monitored.

Exclusion

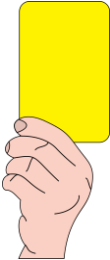
Serious incidents, including persistent anti-social behaviour, may result in a fixed term or permanent exclusion. These decisions are not taken lightly and are informed by Hertfordshire Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and the child on their return to school


Our Behaviour Management Policy may be differentiated to meet the needs of individual pupils.

Behaviour Off-Site

The children of St Thomas More Catholic Primary School are our ambassadors at all times. As a school community we attend Mass at our Church - Sacred Heart, and when our children are out of school, we expect their behaviour to be exemplary. This includes school trips, visits in the local area, sports festivals, team competitions and any other time a pupil is off our school premises during a school day. Where behaviour on a school trip, or at another educational establishment where a child is receiving support or tuition, contravenes with the expectations of the school as laid out in this behaviour management policy, the school will refer to the policy as if the child were still on the premises of St Thomas More Catholic Primary School.

St Thomas More Behaviour Management

	Behaviour	Classroom / lunchtime Response
<p>Low level anti-social behaviour (this is not an exhaustive list)</p> 	<ul style="list-style-type: none"> • Interrupting learning (eg calling out; not listening; not following instructions) • Being disrespectful towards peers or staff including deliberate defiance, rudeness, ignoring and teasing. • Refusal to focus on learning or to complete work / learning or not doing so to the expected standard. • Lying to a member of staff. • Provoking peers to get a reaction. • Inappropriate language / swearing. • Misuse of technology – refer to Online Safety Policy and ensure that all breaches are also logged / reported according to the requirements therein. • Damaging property (eg drawing on a table, wall or resources) • Running away from an adult 	<ul style="list-style-type: none"> • Reminder given of the expectations for learning and / or learning powers, with an explanation of how their behaviour is negatively impacting on them or others. • If continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place if anti-social behaviour continues (e.g. “Are you going to complete the task in a different area of the classroom or in another classroom?” or “Are you going to complete the task in another classroom or in your own time such as playtime?”) • The child will then be given a limited choice consequence • Where this process has been followed and a child continues with low level anti-social choices, the child will be given a further educational consequence appropriate for the behaviour (e.g. completing the work with a member of SLT) (Yellow Slip) <p>Note that if positive changes are seen after any reminder, this will be acknowledged with praise (i.e. “Thank you for listening, it’s great to see you’re ready to learn”) and no further consequence is required.</p> <p>Teachers will also use their professional judgement to determine if a yellow card is given immediately without the use of a prior warning.</p>

	Behaviour	Classroom / lunchtime Response
<p>Significant anti-social behaviour (this is not an exhaustive list)</p> 	<ul style="list-style-type: none"> • Knowingly swearing, using inappropriate or discriminatory language or other verbal abuse intended to cause offence, hurt or fear • Acts of racism, homophobia or discrimination on grounds that relate to personal identity (also known as ‘protected characteristics’) including sex, religion or belief, disability (including SEN) and sexual orientation • Actual or threatened violence (against other pupils or staff) • Sexually-orientated indecent behaviour • Intentional serious damage to property/vandalism (e.g. defacing property with graffiti or smashing windows) • Intending to cause physical harm (e.g. scratching, kicking, slapping or punching, biting and spitting) • Stealing • Defiant, repeated or persistent instances of any of the behaviour types set out in Yellow Card table above • Truancy or leaving the school grounds without permission • Making malicious accusations against other pupils or staff • Bullying (see separate Anti-Bullying Policy) • Misuse of technology where the pupil has intended significant harm or where the outcome is of significant concern (e.g. hacking, virus spreading, possession of pornographic images or cyberbullying) – refer to Online Safety Policy and ensure that all breaches are logged/reported according to the requirements therein) • In possession, using or supplying an illegal drug or a drug that is harmful and detrimental to good order (e.g. a legal high) • In possession of an offensive weapon 	<ul style="list-style-type: none"> • Generic or personalised de-escalation script used by adult • Child to be offered a safe and calm space which may be the Sensory room or another space/room • Incident to be investigated and all involved to be listened to by identified member of staff • Discussion with child about the anti-social behaviour and the subsequent protective and/or educational consequences • Red Card Letter produced and parents/carers called • Red Card Letter follow up work (3Rs and carrying out the protective and educational consequences) with identified member of staff.

We Do Not Tolerate Bullying at St. Thomas More School

In line with DfES guidance, bullying at St. Thomas More Catholic Primary School is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical, verbal or indirect.

Please see our Anti-Bullying Policy for further information.

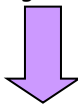
Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy is reviewed and updated, and training is provided.

Strategies employed at St. Thomas More to pre-empt and prevent bullying include:

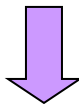
1. Opportunities developed in class and during assemblies to boost the self confidence and morale of pupils, and to encourage mutual respect and esteem.
2. Effective supervision of break-times including opportunities for children to take part in a wide variety of activities/clubs
3. Ensuring the safe and sensible movement around the school
4. Encouragement of parents to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. (We ask parents to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.)
5. Education of the children to discriminate between "bullying" and occasional incidents and encouragement of parents to recognise the difference. (We discourage the casual use of the term "bullying".)
6. Availability of staff to children, who should report any concerns to an adult of their choice. This adult should report the child's disclosure to the Class Teacher and log it on CPOMS.

When a child reports an incident of bullying

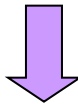
The **Class Teacher** will **investigate** the child's concerns urgently and discuss the next step with the Inclusion Leader/SLT. If the events concerned happen at break-time, the Mid-day Supervisors will be requested to keep a special watch on the alleged victim during lunchtime.



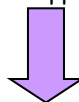
The **Inclusion Leader/SLT** will **question** the child who has been alleged to exhibit bullying behaviour, and investigate further to determine the truth of the incident.



The **Inclusion Leader/SLT and Class Teacher** **respond** to their investigation by meeting with the alleged victim of bullying behaviour and child alleged to have exhibited bullying behaviour to outline their conclusions. Sanctions and/or support should be engaged in line with the school's Behaviour Policy.



The **Class Teacher or Inclusion Leader/SLT** will **contact** the parent of the alleged victim to describe the complaint and the action taken (including dealing with lies or false accusations if the Inclusion Leader/SLT is confident that no bullying has occurred). If bullying has been confirmed, the Inclusion Leader/SLT should speak with the parent of the child exhibiting bullying behaviour and outline the support through educational or protective consequences



The **Class Teacher** will **record** the complaint, the investigation, and the outcome through CPOMS.



The Inclusion Leader/SLT will keep the situation under **review**, using the steps outlined in the Behaviour Policy.



The Executive Headteacher/Head of School will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm. Exclusion of the perpetrator may result.