



## Relationships and Behaviour Policy

<b>Document History</b>		
<b>Date of Change</b>	<b>Author</b>	<b>Notes (changes made)</b>
November 2016	KM	Restorative Approaches rationale added Reviewed and agreed by Governing Board
January 2017	KM	Team Teach Approaches added
December 2021	SLT	St Thomas' Way introduced
January 2022	SLT	Rewards system updated Consequences refined Lunchtime/playtime protocol updated
March 2022	SLT	St Thomas' Pathway changed to St Thomas' Way Consequence 2 renamed to 'focused eye contact'
September 2024	SLT	Change in wording in Higher Level Behaviour paragraph number 7. Change of wording in My Plans
September 2025	SLT	No changes

### Our Vision and Values

“I come that they may have life and life in all its fullness” - The Gospel of John 10:10

### **St Thomas' Way**

At St Thomas' Primary School we believe that there should be a whole school Relationships & Behaviour Policy, which creates a positive atmosphere, based on a sense of community and shared values and reflecting the distinctive Christian ethos of the school. We call this the 'St Thomas' Way', and it contains the fundamental values by which all of us at St Thomas' live our lives and go about our school day – **faith, hope and love** in action. By following the St Thomas' Way, we aim to both nurture and challenge our young people to enable them to reach their full potential.

### **Aims**

We believe that every child in our school has the potential to:

- Flourish as a valued member of society.
- Grow their brain and learn new and exciting skills.

-Become a kind, thoughtful and honest person who feels empathy and compassion for others.

It is therefore the duty and responsibility of **every adult** working within school to uphold the highest standards of behaviour around each site, to value each child and to implement this Relationships & Behaviour Policy through the following shared aims;

1. We seek to uphold the values of compassion, justice and perseverance
2. Every child will be able to work and play in peace.
3. Every individual will be valued by those around them as uniquely created in the image of God.
4. A shared willingness to work towards common goals.
5. Tolerance for the beliefs of others.
6. To eradicate unacceptable behaviour from school.
7. To support every child in managing their own behaviour

## **Our Approach - St Thomas' Way**

### **Rules**

Our school rules have been formulated by the whole school community, are for the whole school community and are also displayed in every classroom.

- I will be kind and helpful
- I will be gentle
- I will work hard
- I will respect and listen to people

From these rules, class teachers have further developed with pupils examples of good behaviour in the classroom, in the playground, in the dining hall and around the school in general. They stress to pupils the importance of respect for all the community- teaching and non-teaching staff, visitors and pupils.

We are a Restorative Approaches School: children are supported to understand the effects poor behaviour choices can have on themselves and on others and to work towards restoring relationships. We do not expect our children to make the right choice all of the time and accept that we all make mistakes. Our restorative approach addresses those mistakes and enables children to make positive choices about mistakes they have made by repairing any damage done. We place great value in these restorative conversations and value the children who are able to reflect on their choices.

At St Thomas', positive reinforcement underpins all that we do. We celebrate success and draw particular attention to those who are making positive choices in their behaviour and following the St Thomas' Way.

In accordance with our philosophy the class teachers, support staff and SLT consistently praise good behaviour and examples of children following the St Thomas' Way whenever possible. For children with particular behaviour plans, recognition that that child has been successful with certain behaviour will be recognised by the class teacher and praised.

All adults within the school recognise that behaviour is, in itself, a form of communication which should be acknowledged as such. Children should feel that they are being listened to and their needs recognised and met.

If a child is struggling to make positive choices, there is a clear set of reminders for them to reflect on their choices and change their behaviour so that they are able to meet the values

in St Thomas' Way. This 'way' is discussed with each class at the beginning of the school year and referred to throughout by class teachers and support staff.

Where practicable and where appropriate (such as when a child has a My Plan), if a child in crisis needs to leave the room, the class teacher will send for another adult e.g. the Year group TA, a member of the SLT etc to step into the room and continue the lesson so that the Teacher can support the child as the person with whom they have the closest relationship. De-escalation strategies will be used according to the Team Teach model.

## **Rewards System**

We have many rewards for children who are making positive choices and following the St Thomas' Way.

- **St Thomas' Way Challenge**

To underpin the St Thomas' Way, year groups will compete each half term to collect the most 'St Thomas' Way Tokens'. These tokens will be given out by any members of staff around school who see children, groups of children, whole classes or year groups who are following St Thomas' Way. At the end of each half term, the year group with the most tokens will be given a reward (for example a non-uniform day).

- **Individual rewards**

Children will be given recognition by all members of staff for positive choices in school. This may be in the form of praise, stickers, St Thomas' Way Tokens or Class Dojos. Any Dojo points received will feed into the class rewards.

- **Class Rewards**

Together with the children in their class, class teachers will set clear, achievable targets to work towards. When a class reaches their target through collectively making positive choices, they will be given an agreed reward. If a class reaches an agreed Dojo point milestone in any half term for instance, they may be given a class reward (for example a film afternoon or something equally special chosen by the class)

- **Stickers or stamps**

Given at the class teacher's discretion for pieces of good work produced by the children. Exceptional pieces of work can be taken to the DHT/HT for a special sticker. Postcards highlighting the good work can also be sent home with the child.

- **Star of the Week Certificates**

Good work certificate presented to one child from each class to be presented in the celebration assembly each week. Children can also share medals/ certificates they have achieved outside of school

- **Growth Mindset Certificates**

Presented to one child from each class in the celebration assembly each week for displaying a growth mindset- challenging themselves in class and growing their brain.

## **Consequences**

**Low-Level Behaviour and Persistent Low-Level Behaviour** (See Appendix A for examples) will be dealt with as follows:

1. Praise- children who are making positive choices and following the St Thomas' Way will be praised. Positive choices will consistently be rewarded.
2. Focused eye contact- a child who is making poor behaviour choices will be encouraged to make better choices through eye contact with an adult.
3. Verbal warning- if a child does not respond to the look or the praise of others, they will be reminded by the teacher that they are making a poor behaviour choice. Praise will be given to the child if they make a positive choice after this intervention.
4. Verbal warning 2- If poor behaviour choices continue, the child will be given a second and final verbal warning. This warning should encourage the child to think carefully about their behaviour and the impact it may be having on others. Praise will be given to the child if they make a positive choice after this intervention.
5. Spend 5 minutes of playtime stood with an adult on duty reflecting on behaviour choices- If poor behaviour choices continue in the session, the child will be told that they will now miss 5 minutes of their playtime.
6. Sent to work independently in a neighbouring classroom- If, in the same session, a child continues to make poor behaviour choices despite being warned about missing their play, they will be sent for the remainder of the session to work in a different class. The class teacher will send a Dojo message to parents/carers to say that their child made poor behaviour choices that day and a restorative conversation will take place between the teacher and the child upon returning to class (ideally, this restorative conversation will also take place at home)

If a child consistently misses 5 minutes of playtimes (3 or more in one week), the teacher will send a message to their parent/carer on Class Dojo and a behaviour plan will be discussed to help change the pattern of behaviour.

After a child has reached the end of a session, it is expected that they will have reflected on their behaviour and will be given the opportunity to start again at Step 1 at the beginning of the next session.

### **Higher-Level Behaviour**

Any behaviour (see Appendix A) that seriously impinges on children's or adult's rights (most often the right to be safe) may skip steps 1 – 6 on the St Thomas' Way and will be dealt with by using either steps 7, 8 or 9.

A programme of appropriate actions to rectify the child's poor behaviour will be agreed by the Assistant Headteacher/DHT/Headteacher, parents and child (where appropriate). At that point, a warning of exclusion may be given.

The decision to exclude must take into account both the severity and repetition of misbehaviour. If the problem occurs during lunchtime, the process and outcome will be the same, with exclusion during lunch break being a sanction, only used after notice is given and a full investigation.

7. Sent to work in the Assistant Headteacher's classroom- If the child continues to make poor behaviour choices when they have been sent to a neighbouring classroom, they will be

sent to work independently for the remainder of the session to the Assistant Headteacher's classroom. The class teacher will send a Dojo message to parents/carers to say that their child made poor behaviour choices that day and a restorative conversation will take place between the teacher and the child upon returning to class (ideally, this restorative conversation will also take place at home). A behaviour plan will be discussed, if required, to help change any patterns of poor behaviour choices and the child may write a letter of apology at home/school.

8. Miss playtime or multiple playtimes. A phone call will be made to the child's parent/carer to inform them of the behaviour choices their child has made.

9. Sent to work in Deputy Headteacher/ Headteacher's office. A phone call will be made to the child's parent/carer to inform them of the behaviour choices their child has made.

### Risk Assessments

Where teachers consider that the behaviour of a particular child poses a risk to the safety of themselves or others, especially in different environments such as school trips, swimming, outdoor learning and playtime, a risk assessment must be completed outlining the measures that will be taken to support good behaviour.

### My Plans

Children with needs that impact their behaviour will have an individual plan aimed at supporting their needs and providing strategies for when they are 'in crisis' or 'struggling.' This will be created with the input of the Local Authority Inclusion Team, the class teacher and the SENDCo, Ms Wood.

### Lunchtime/Playtimes

Our midday assistants play a key role in maintaining our consistent approach to behaviour at St Thomas'. The practice of praising and acknowledging good behaviour continues during lunchtimes. The midday assistants praise children who make positive choices throughout the lunch break and follow our school rules. Midday assistants may also choose to give out Dojos or St Thomas' Way Challenge tokens to the children.

When unacceptable behaviour occurs at playtime or lunchtime, the following lunchtime procedure will apply:

1. Positive praise and encouragement for any behaviour choices that follow St Thomas' Way.

2. Focused eye contact- a child who is making poor behaviour choices will be encouraged to make better choices through eye contact with a midday assistant.

3. Verbal warning- if a child does not respond to the look or the praise of others, they will be reminded by the midday assistant that they are making a poor behaviour choice. Praise will be given to the child if they make a positive choice after this intervention.

4. Verbal warning 2- If poor behaviour choices continue, the child will be given a second and final verbal warning. The adult on duty will warn them, explaining why there is a problem and how it can be corrected. This warning should encourage the child to think carefully about their behaviour and the impact it may be having on others. Praise will be given to the child if they make a positive choice after this intervention.

5. If the poor behaviour continues despite the warning, the child may be withdrawn from playing with other children for 'time out' so they can think about their behaviour and how to improve it. This may mean accompanying an adult for a while. The child will be encouraged

to hold a restorative conversation to repair any damage done. The midday assistant will inform the Senior Midday Assistant of these incidents so the class teacher can be notified.

6. For serious misdemeanours the duty Senior Midday Assistant will take the child to the DHT/Head who will, in turn, investigate and deal with the matter as soon as is practicable. A record will be kept of the incident by the DHT/Head dealing with it on CPOMS and any action taken as above (eg consequences), and the class teacher kept informed. Parent/Carers of children receiving such punishments will be contacted by the Deputy Headteacher/Headteacher to discuss the problems.

## **Extreme Situations**

In accordance with the Education Act 1997 Section 14, Circular 10/98, there will be occasions when teachers or other designated adults may use such physical 'restraint' to guide a child to a place of safety and to protect their dignity or to 'hold' when they are at risk of harming themselves, others, property or are causing a serious disruption

The use of 'force' is likely to be legally defensible when it is required to prevent:

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed; and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

## **Physical Interventions**

*(DESIGNATED PERSONNEL INCLUDE ALL PERMANENT TEACHING STAFF AND THE HEADTEACHER)*

Designated Personnel at St Thomas' have all received appropriate training in Care and Control through the Stockport Behaviour Support Service (Team Teach). Classroom assistants and midday staff must send for another member of staff if they find themselves in a situation outlined above. It is advisable that a third person should be present to detail the event for the sake of records which must be kept until 75 years after the birth of the individual being restrained.

After an incident requiring reasonable 'force' or restraint, an Incident form will be completed and the parents informed immediately. Incident forms will be saved to The Safeguarding Folder on the Staff Shared Area under Restraint Records then uploaded as a document onto the secure CPOMS system.

Key staff are trained in holding techniques as part of de-escalation strategies where a child is not coping. The following paragraph summarises the Team Teach philosophy:

*"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".*

*(George Matthews - Director)*

We expect that, through continual use of positive reinforcement of good behaviour, incidents of this nature will be very rare.

### **Decision to Exclude**

The decision to exclude lies with the Headteacher, or in their absence, the Deputy Head teacher on each site. In these very rare instances the procedure outlined in the Exclusion Policy will be followed.

At St Thomas' we believe that all our children have the right to a quality education and the right to be supported in order to improve their behaviour. It is hard to meet a child's right to that education when they have been excluded. There are times when children go through periods of crisis or have special needs which mean that they struggle to behave conventionally. Allowances must be made for these eventualities in the tailored support we offer each child- even when that support appears to contradict the Relationships and Behaviour Policy.

We would like our parents, staff, governors and children to understand that needy children should be understood, that teachers must engage with the children and consider themselves to be teachers of Special Educational Needs.

All specific matters around each individual child are to be considered confidential and cannot be shared with other children or parents. We acknowledge that this can be difficult as parents struggle to understand the accounts that their child may bring home about the behaviour of other children. It is very easy to leap to conclusions about needy children and to consider that there have been no consequences resulting from behavioural incidents.

Please see our Exclusion Policy for further details.

# APPENDIX A: Behaviour Guidelines

Behaviour Type	Behaviour Choices Made	St Thomas' Way Steps	Action/Managed by
Low-level Behaviour	<ul style="list-style-type: none"> <li>-Making choices that are against the St Thomas' Way</li> <li>-Low-level disruption</li> <li>-Calling out/making silly noises in class/not listening</li> <li>-Pushing in the line</li> <li>-Walking around the classroom without permission</li> <li>-Bickering or squabbling</li> <li>-Being unkind</li> <li>-Failing to complete the task set</li> <li>-Damaging school property</li> </ul>	1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>-Restorative Approach</li> <li>-Conversations- name the behaviour, identify the St Thomas' Way, explain what is expected to meet the St Thomas' Way</li> </ul> <p>Managed by the class teacher or support staff</p>
Persistent Low-level Behaviour	<ul style="list-style-type: none"> <li>-Continuing to make low-level behaviour choices despite restorative conversations and warnings.</li> <li>-Persistently making choices that are against the St Thomas' Way</li> <li>-Persistently failing to complete the task set</li> <li>-Swearing at another child or using foul language</li> <li>-Persistently damaging school property despite being asked to stop</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> <li>-Restorative Approach</li> <li>-Conversations- name the behaviour, identify the St Thomas' Way, explain what is expected to meet the St Thomas' Way</li> <li>-Behaviour Plan</li> <li>-Dojo message to parent/carers (logged on CPOMS)</li> </ul> <p>Managed by the class teacher or support staff, neighbouring teacher, SLT, parents</p>
Higher-Level/High-level Behaviour	<ul style="list-style-type: none"> <li>-Defiance/refusal to follow instructions</li> <li>-Calling a child/adult a racist/homophobic name</li> <li>-Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting, throwing objects or using them to hurt.</li> <li>-Fighting</li> <li>-Leaving the classroom without permission</li> <li>-Bullying</li> </ul>	7, 8, 9	<ul style="list-style-type: none"> <li>-Miss playtime or</li> <li>-Work in neighbouring classroom or</li> <li>-Work in Assistant Headteacher's class or</li> <li>-Internal exclusion (work in DHT/Head's office)</li> <li>-Phone call to parent/carers and logged on CPOMS or meeting with parent and SLT</li> <li>-Behaviour plan to be discussed</li> </ul> <p>Managed by class teacher, SLT and parents</p>
Exclusions	Persistent high-level behaviour choices made or serious incident of misbehaviour.	N/A	<ul style="list-style-type: none"> <li>-Behaviour plans</li> <li>-Parent meetings</li> <li>-Internal exclusions</li> <li>-Fixed-term exclusions (max 5 days)</li> </ul>



			-Permanent exclusion Managed by head and parents
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