

BEHAVIOUR AND RELATIONSHIPS POLICY 2024-25



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| Date approved: | 1.9.24 |
| Approved by: | |
| Date adopted by the MAT (i.e. effective date): | 1.9.24 |
| This policy is scheduled for review on: | Annually |

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Rationale

At St. Thomas' C of E Academy, we place a great deal of emphasis on our six core Christian values of Respect, Trust, Honesty, Forgiveness, Responsibility and Aspiration and the form the foundations of the way everyone within our school behaves. We aim for all of our children to learn in a safe and secure environment, and to become independent, responsible and confident learners who are prepared for the wider world when they leave our school. We believe that every member of our school community should feel valued and respected, and that everyone is treated fairly and well. We are a caring community, with values built on mutual trust and respect for all. Our school motto is 'Learning, shining and growing together with God' and our behaviour policy is designed to support the way in which all members of our school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and valued.

We have a positive and inclusive approach to managing and supporting behaviour underpinned by emotion coaching strategies and restorative practice. This supports our children to make the right choices. We believe strongly in the importance of praising and promoting good behaviour and recognising those children who go 'over and above' in their conduct within their classroom, around school and in the wider community. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes. The school's relationship and behaviour policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone, including those who have a specific social, emotional and mental health need, feels happy, safe and secure.

At St. Thomas', we aim for our children to behave well because they 'choose to' and 'want to' rather than because they are told to do so. We believe that this supports our children on their journey to becoming responsible citizens of our school community and beyond.

Aims and Expectations

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules, agreed and followed by all by promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To implement necessary school rules fairly and consistently to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and sanctions, rewarding positive behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline.
- To promote positive behaviours for learning in class and around school, enabling children to learn effectively and make good rates of progress.
- To involve children and staff of the school community to behave in a considerate way towards others.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

To Achieve These Aims and Expectations:

- We treat all children fairly and apply this policy in a consistent way.
- We expect every member of the school community to behave in a considerate way towards others.
- We expect the children to show good manners and innate politeness, e.g. saying please and thank you, holding the door open, speaking in full sentences, etc.
- We will teach our pupils that their actions have consequences.
- We will keep parents informed of our school rules and our rewards and punishments.
- We will communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- We will raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship.

- We will adopt fully the principles outlined in the equal opportunities policy and anti-racist policy to combat bullying to ensure equal access to a broad educational experience for all.

Our School Rules

We place a great deal of emphasis on our six core Christian values of Respect, Trust, Honesty, Forgiveness, Responsibility and Aspiration and we take every opportunity to discuss and model these at all times. We believe that children have rights and responsibilities within our school. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, to make positive choices and to respect others and our school.

We have three golden school rules that reflect our Christian values:

- **Be Safe**
- **Be Ready**
- **Be Respectful**

We have ten 'Superstar Learning Behaviours' (St Thomas's Ten) and these are the expected learning behaviours in the classroom to enable all children to be successful learners.

St Thomas' Ten

- Link maker
- Enjoyment
- Reflecting
- Collaborate
- Creative
- Persevere
- Great thinking
- Determined
- Concentrate
- Curious

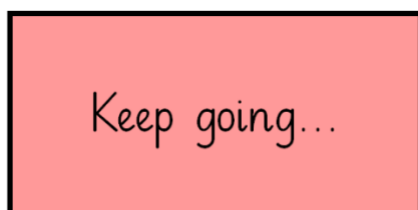
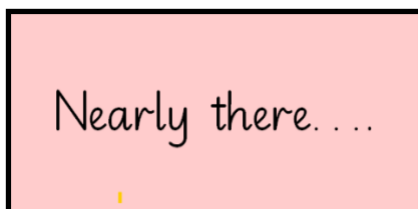
Positive Reinforcement and Rewards

At St. Thomas', we have developed a culture of recognition. We recognise and celebrate children demonstrating positive behaviour in a variety of ways:-

- Christian Value passports
- Christian Value Award
- St Thomas' Ten Award
- House points
- Verbal praise which is specific so that children know why they are being recognised
- Stickers
- Sharing learning or positive behaviour with another class teacher, school leader or the Head Teacher
- Attendance rewards
- Communication with parents via a telephone call or at the start or end of the day
- Children can be given responsibilities within their own classroom or a wider school role e.g. Pupil Leadership Team

Behaviour Ladder

Each classroom has a behaviour ladder displayed to support and encourage children to make the right choices throughout their school day. At the start of each day, children will start off the ladder. Positive choices that link with our school rules, Christian Values and 'Superstar Learning Behaviours' will enable children to move onto and up towards the top of the ladder. When a child is behaving exceptionally well, a member of staff may choose to 'double jump' a child up the ladder. Any member of staff can move a child up or down the ladder.



And we're off...

Starters orders...

Children at the top of the ladder at the end of the day, each receive ten house points. One child receives a prize each day. The child who receives the prize is chosen either by the teacher or by 'spinning the wheel'. All children will receive a prize across the year. If children are still at the bottom of the ladder by lunchtime, this means they have not demonstrated the expected behaviours of our school at any point throughout their day so, consequently, they miss five or ten minutes of their playtime.

Friday Five

On a Friday afternoon, each teacher will choose five children who are at the top of the ladder and who have impressed them throughout the whole of the week. Each of these five children will receive a prize.

Six Cs

At St. Thomas', our school expectations are taught and modelled by all adults. When inappropriate behaviour occurs whether that be in the classroom or on the playground, all our staff respond promptly and fairly. We work hard to ensure that any incidents of behaviour that impact on the learning or safety of others are quickly identified and that appropriate actions are put in place.

Whether in the classroom, around school or on the playground, all members of staff use a clear system of steps, consequences and restorative practice. Our approach is underpinned by responding in a calm, fair and consistent manner that does not result in a child feeling 'shamed' in front of their peers. At St. Thomas', we believe that all behaviour is communication and that it is our responsibility to explore the causes of any inappropriate behaviour and offer appropriate support or intervention. Any response is based on a 'done with' model rather than 'done to' with a focus on restoring trust and putting things right.

Our fair and consistent approach is made up of the Six Cs.:

Cue

These are non-verbal or verbal cues to redirect behaviour. These may include:

- Using the stop signal
- Saying stop
- Redirecting the child's focus
- Positive praise for those near the child
- Drawing the child's attention to the display of the school's rule E.g. pointing at them

Choice

The teacher will name the current behaviour and then name the desired behaviour with reference to the school rules.

The teacher will provide the child with two choices: desired behaviour or named consequence.

Chance

The teacher will introduce the chance and name the continued behaviour.

The teacher will remind and encourage the child to use the chance to make a choice: desired behaviour or named consequence.

Consequence

The teacher will explain events and actions of the child and then name the consequence.

The teacher will then follow through with the consequence. The consequence may not be instant and may be carried out at a different point.

The child's behaviour will be recorded on CPOMs.

If children are receiving consequences often or their behaviour escalates after a consequence, they will be put on a behaviour plan which will be created with class teacher, phase leader and behaviour lead and then this will be shared with parents.

Conversation

This takes place after the event and during the next playtime or lunchtime.

The teacher will explain and discuss the events with the child.

The teacher will explain and discuss the effects of the child's behaviour with the child.

Together, the teacher and child will make a plan on how to make it better and move forward positively.

Concern

This is when a child's behaviour escalates, and/or their behaviour is of significant concern. Appropriate consequences, which may include isolation, are put in place for behaviours of concern and meetings will be held with the child's parents to inform and support the child moving forwards.

This child's behaviour will be recorded on CPOMs.

The Six Cs will be displayed in every classroom as a visual reminder to all children.

It is important for class teachers to work alongside all pupils in their class and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing. Teachers can make reasonable adjustments where necessary, taking into account the situation and the individual needs of the child/children. Reasonable adjustments are discussed with the behaviour lead.

Unacceptable Behaviour

The behaviour lead will track unacceptable behaviours logged on CPOMs on a regular basis. Behaviours in the table below are examples and not limitations.

| Level of Behaviour | Examples of Behaviour | Member(s) of Staff Involved |
|---------------------------------|--|-----------------------------|
| Extremely Challenging Behaviour | Persistent aggressive outburst Persistently intentionally hurting another child Intentionally hurting adults Throwing furniture Racism Sexist, homophobic or discriminatory behaviour | Headteacher |
| High Level | Aggressive outbursts Patterns of low/medium level behaviour Verbal abuse towards adults Intentionally hurting children or adults | Behaviour Lead |

| | | |
|--------------|---|---------------|
| | Throwing equipment Absconding Racism Sexist, homophobic or discriminatory behaviour | |
| Medium Level | Unkind hands and feet Refusals Swearing Rudeness Persistent talking Answering back | Phase Leader |
| Low Level | Shouting out Ignoring an instruction Fidgeting on the carpet or at table Inappropriate use of equipment Rough play on the playground Unkind words Avoidance Poor attitude towards learning Inappropriate noises | Class teacher |

Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in: Behaviour and Discipline in Schools, Staff Code of Conduct and Keeping Children Safe in Education 2024. Staff at St. Thomas' do not use any form of physical punishment however we do have the legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on individual circumstances. The use of force is deemed reasonable if it is proportionate to the consequences it is intended to prevent. We strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Therefore,

staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Peer on Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Stopping violence and ensuring immediate physical safety is the first priority at St Thomas', but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At St Thomas' we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Bullying

Everyone at St Thomas' oppose bullying in all of its forms.

There is no legal definition of Bullying, however it is usually 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

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

We have a zero tolerance towards bullying and by encouraging respect, politeness and consideration to others whatever their race, age, gender, sexual orientation, disability, culture, or religion we aim to develop mutual respect and believe this can prevent bullying in our school.

Strategies for dealing with bullying will ensure:

- Suspected Bullying will never be ignored
- Assumptions about an incident will not be made
- All accounts will be listened to carefully – several children saying the same thing does not mean they are correct
- A solution focused approach will be adopted, which moves people on from justifying themselves
- Repeated follow up, to ensure the bullying has not resumed

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Sexism and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

Procedure for Dealing with Allegations of Peer on Peer Abuse:

- When an allegation is made by a pupil against another student, members of staff report concerns based on our safeguarding policy and report it to the Designated Safeguarding Lead (DSL).
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

The Role of St Thomas' Staff

- All staff at St Thomas' have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforces the classroom expectations consistently. All staff treat all children within the school with respect and understanding.
- It is the responsibility of all staff to ensure that all children show good and courteous behaviour when they are moving around the school building.
- It is the responsibility of all staff to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly.
- Class teacher to log behaviour incidences and concerns.
- Class teacher to implement behaviour plan following discussions with behaviour lead and parents.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will discuss the needs of a child with the SENDCo or member of SLT who will then make a referral to the education social worker.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that this policy is implemented consistently throughout St. Thomas' and by all staff including teachers, support staff and lunchtime staff.

The Headteacher supports the staff by implementing the policy and by modelling the behaviour expected from all members of the school community.

The Headteacher will play an active role in creating a culture where all members of the school community believe in our school values and demonstrate these in all of their interactions. The Headteacher will recognise and celebrate both children and adults who go 'over and above' in demonstrating our school values.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the CEO of the Manor MAT trust and inclusion team have been notified.

Only the Headteacher has the power to exclude a pupil from St Thomas'. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Role of the Parents

At St. Thomas' we aim to work closely and collaboratively with parents so that our core Christian values are also shared and reinforced at home.

We aim to create a supportive dialogue between home and school when incidents of poor behaviour do take place.

We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly.

If the school has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents do have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact their child's Phase leader or behaviour lead and then the Headteacher if any concerns are still not resolved.

Parents can follow the Manor Trust complaints process if they feel a particular situation cannot be resolved at school level.