

St Thomas of Canterbury Church of England Primary School

Character Education Policy



“Let all that you do be done in love.” 1 Corinthians 16:14

Revised 2024



St Thomas of Canterbury Church of England Primary School

Character Education

“Let all that you do be done in love.” 1 Corinthians 16:14

Jesus taught a gospel of love. This policy intends to reflect the love that Jesus taught.

Matthew 7v12 ‘The Golden Rule’: “Do for others what you want them to do for you.”

Matthew 22v23 ‘The Greatest Commandment’: “Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: ‘Love your neighbour as you love yourself.’”

This whole policy depends upon and is based upon these commandments.

We believe in the importance of Christian gospel values:

- | | | |
|--------------------------|--|------------------|
| • Respect | “Be eager to show respect to one another” | Romans 12v10 |
| • Responsibility | “For we each have our load to carry” | Galatians 5v5 |
| • Trustworthiness | The Parable of the gold coins | Luke 19v11-27 |
| • Honesty | Jesus speaking to tax collectors | Luke 3v12-13 |
| • Caring | “I was hungry...I was thirsty...I was sick...” | Matthew 25v35 |
| • Fairness | Jesus over turns the tables in the temple | Matthew 20v12-13 |
| • Forgiveness | “as we forgive those who trespass against us” | Matthew 6v12 |

We understand the importance of teaching these Christian values. We do not just expect them to be understood by the children in the school. We find that it helps to explicitly demonstrate these values and identify them by name regularly.

At St Thomas of Canterbury Church of England Primary School we would aim for these values to be lived out, understood and referred to by all. The Bible gives us many pictures of Christian character we also use a variety of other literature to learn about these gospel values in collective worship, PSHE, RE lessons, circle times etc. We use role play and drama to help us to get into the “role” of heroes and we admire those around us who demonstrate these gospel characteristics. We also use posters and the media of the school to constantly present these values as positive and important to our caring, Christian community.

Expectations and values instead of ‘Rules’

We have found that for some children ‘rules’ do not have a long lasting and wide reaching enough effect. We have moved away from class rules and school rules for the following reasons:

- You cannot have a specific rule for everything;
- Rules often only work when someone is ‘looking’;
- Rules sometimes need to be broken and this is often difficult for some children to understand;
- Rules give disruptive children guidance as to how to get negative attention!

Our seven values (respect, responsibility, trustworthiness, honesty, caring, fairness and forgiveness) offer everyone in the school a better mandate for developing a sense of community.

A progression – from routines to habits to attitudes

Many children will benefit from slowly moving from an imposed **routine**, toward a healthy set of **habits** that will eventually become adopted as their own set of **attitudes**.

We encourage children to take pride in following clear **routine** based approaches to start with. The routines are established by the teachers/adults around them. It is our aim that children will develop positive **habits** based on those routines. Habits will be developed through children regularly being taught to take pride in staying within the established routine and recognising that they have **behaved inappropriately** when they do not. Eventually these habits will become so established they adopt a deeper understanding and develop their own **attitudes**. We think that attitudes based on the seven values will be extremely valuable to each individual child, but also to the communities into which they live.

Application

At St Thomas' we apply our knowledge and understanding of gospel values to every situation. This is our priority and a distinctive feature of our school. Therefore, we will be prepared to stop what we are doing to learn about Christian character and we tackle all anti-social behaviour when it arises. This is really authentic character education!

At St Thomas' we all give recognition to acts of character that go beyond the expected level. This is not a reward; it is spontaneous and generally unexpected. We have found that expected rewards (e.g. "if you do this, then I will give you that") do not work over the long term. Indeed, research has shown that children that work to receive such rewards have shorter attention spans and give up more easily. We find that genuine appreciation and real caring relationships are more effective.

Children for whom this may not be successful

Only in a very small number of cases do we need to use the behaviourist 'reward and sanction' approach. These children often have organic and/or cognitive difficulties with processing skills (decision making, resolving conflict, rational and ethical thinking) and tend to have a lower social competency than their peers. Often they will have an Education Health Care Plan (EHCP) and we will receive support and advice from outside agencies. These children often remain in the 'routine' stage of development and will need to have simple and straightforward rules for every situation. We understand the need for **Developmentally Appropriate Programming**.

When the principles of Character Education **do not** work over a sustained period of time we take a more 'formal approach' to behaviour intervention, working in collaboration with parents/carers and outside agencies. There are 3 levels of intervention which are summarised in **Appendix 1** and **Appendix 3** (see flowchart)

If anyone at St Thomas' behaves inappropriately it is everyone's responsibility to help them learn. Ignoring it does not help them or the school. We are supportive of each other. 'Love your neighbour as you love yourself.'

We draw upon the following method as a guide to helping someone learn from their inappropriate behaviour.

Restorative processes:

Most children behave appropriately

At St Thomas' the general mood is one of high expectations that are regularly and genuinely met. We try to stay positive at all times and look for what is going well rather than the minor things that are not. We look to promote positive role models who uphold and live out the Character Education values with use of our Character Education stickers (via Marvellous Me). When action is required to tackle inappropriate behaviour, we encourage all staff to use a variety of approaches. With most children a simple "look" can act as a sufficient reminder. Sometimes a quiet word is necessary to reinforce what is expected. With most children little more is required.

However, with some children further strategies may be required. For each child it will be different and it takes time to work out what is best. Adults usually instinctively know what to do and how to handle children that behave inappropriately.

At St Thomas' we work hard to support each other and share ideas. The Senior Leadership Team (SLT) will offer support and advice. Similarly the Special Educational Needs Coordinator (SENCo) will have a variety of ideas that teachers may wish to try if children are finding it hard to adopt the Gospel Values.

All of this work will be undertaken with the school mission statement in mind – we are aiming to be a loving, caring, Christian community. Hebrew 12v6: "For the Lord disciplines the one he loves." At all times, adults will be sensitive and caring with consideration for particular individual needs.

Common strategies for inappropriate behaviour

- Reminding the *whole* class to behave in a certain way
- Praise the children that *are* behaving well
- Use a classroom display (Character Education) to encourage those that are behaving well and remind those whose behaviour is verging on the "inappropriate"
- Moving children to sit in different places
- Keeping a child in at break time to think about their behaviour
- Keeping in a child in at lunchtime
- Phone calls home to parents/carers
- Meeting parents/carers

Common strategies that we would not use with the majority of children

- Punishing the whole class for something only a few children are doing
- Using rewards: "If you behave well you can have a sticker"
- Making it a personal battle between the teacher/LSA and the child
- Shouting more than one word – (one word may be used to gain attention)
- Saying "I'll get Miss/Mrs/Mr if you don't behave" – this teaches them that you're not capable of dealing with them
- Ignoring persistent low level behaviour and hoping it will stop

Further action for children

A very small number of children may regularly and deliberately behave inappropriately. For these children further action will be required (see Appendix 1). At St Thomas' we encourage all the adults (and indeed to some extent, the children) to feel empowered to take these actions to help, so that children understand when their behaviour is inappropriate. For example, children may need to learn to stand up for themselves and avoid problems. This strategy will be revisited and explored with all children as they settle into their new classes in September as part of our PSHE focus for the new academic year:

Teach children how to say “stop!” and mean it!

- One foot in front of the other
- Shoulders broad
- Head up
- Use hand gesture and say something like “Stop it – I don’t like it.”



Restorative processes (continued):

Here is a guide to the sort of actions that may be required by adults in the school community. There is no set order or technique, but experience has shown that this sort of pattern often works well:

1. Start by specifically drawing the child’s attention to the behaviour and name it as: disrespectful, irresponsible, untrustworthy, uncaring, dishonest or unfair.
2. In whatever form the behaviour presents itself it is important for the adult to try and not take it emotionally/personally. It is just a child asking for help. It is not a personal attack!
3. Try to make it into a learning opportunity. It is a **teachable moment**.
4. With most children it is best to take them aside and talk quietly, but with very difficult children that are being quite belligerent it may be helpful to “learn socially”. In other words, talk to them with a group of other children or indeed a whole class. It needs to be handled carefully, but it can be very powerful.
5. Listen carefully to the children and try to get a good picture of what has happened. Interview witnesses, get things written down and collect together a reasonable amount of evidence. Don’t expect to always get to the bottom of everything.
6. It is not always necessary to find out exactly who did what to whom, or who is hurt the most. Concentrate on the fact that people are hurt and that the hurt needs to be healed. This can include revealing the adult feeling hurt (if it is felt that it will have a positive impact).
7. Do not take sides. When children feel that you are no longer “for” them, then they will probably decide that you are “against” them. This will not help.
8. Try to look at how the relationship needs to be rebuilt. Ask them to honestly share their emotions. e.g. “I’m not sure I can trust you at the moment.” Or “You really hurt my feelings because you were so uncaring.”
9. It may help to speak to the children separately and model a scaffold or framework to them of what they might say before speaking to the other children involved.
10. With 99% of children this will have an enormous effect.
11. With a very small number it will be important to ensure that they actually feel remorseful. They will not be able to naturally generate this emotion for themselves. These children will be known to all the adults in the school and we will all be aware of the need to develop their emotional conscience. Children must not feel humiliated, but must feel remorse and a sense of discomfort (**cognitive dissonance**) for their actions or there will not be any change.

Sometimes we need to think about our interpretation of the behaviour

Some behaviour may look to be inappropriate, but upon reflection is not actually going against any of our key values. This is difficult to judge!

Children need to be children

At St Thomas’, rougher, boisterous play (grabbing, holding, chasing and seizing) will be sometimes tolerated as long as it is play, is age appropriate and follows key terms of character education. Moreover, we have found that it can improve attention and behaviour to release some of this energy during play times.

Typical actions when children are seen in rough play:

- Walk slowly towards the incident and see how the children react;

- See how they respond when you get there;
- Look at the faces of the children;
- Speak to them and see how they react;
- Talk to them about how their actions would appear to other children.

Further points to remember:

If a child is deliberately and consistently continuing to behave inappropriately:

- Remember: role of adult is to support all the children to uphold the Christian values of the school.
- No one should need to get cross! Emotions are contagious. If you are calm and quiet then this will set the mood.
- For learning to occur the child needs to recognise that they have actually behaved inappropriately. This is where social learning can often play an important role. Peers can sometimes explain with great clarity what is inappropriate about the behaviour. This is especially true in a school like St Thomas' where character education is at the heart of the interactions we have with children every day.
- If necessary, take extra action until the child realises that their behaviour was inappropriate. This will vary depending upon the child and the situation. Sometimes it is necessary to isolate a child. This will be for the benefit of the child (to have time to think and calm down), for the teachers and the other children in the school.
- Often children and adults need some time to calm down before tackling the inappropriate behaviour.
- For a few children it is necessary to be taught to empathise (**cognitive dissonance**). Adults with careful understanding of emotional development can use awkward and uncomfortable situations, discord and conflict to help children to develop character. The importance of proper significant honest apologies is part of this and the acceptance of the apology is crucial. E.g.
 - "I am really sorry for what I did to you. I know I must have hurt your feelings and embarrassed you. I am disappointed with myself and have learnt a lesson from this experience."
 - *"Thank you for apologising. Yes you did hurt my feelings, and I think you need to know that I have been very angry towards you and my parents/carers are really cross. I don't think I will forget this for a long time. At the moment I am not sure I can accept your apology, but I am trying hard to forgive you. I want you to leave me alone and give me a bit more time."*
- For these few children we have found that unless they feel **cognitive dissonance** they may not choose to change.
- If necessary, especially with very extreme situations, we will use "**positive peer influence**" to help teach the children. Hearing other children telling you to do something is very powerful and often more effective than hearing an adult. We all want to belong to a group. We are social animals! So we can use this to apply pressure.
- However, it is important to ensure that we finish any such restorative processes positively.
- So after another period in isolation and finally a positive apology and forgiveness we would aim to concentrate on how to move on.
- At St Thomas', we aim for children to be left feeling positive that they can make a change and that they can feel proud of their future actions. We encourage problem solving and seek to outline the next few steps they can take to set right anything that has been inappropriate.
- **We do not discuss with other parents/carers what action has been taken for an individual child.** We can reassure them that appropriate action has been taken and discuss the character education policy, but it is not our policy to discuss other people's children with another family.

Whatever level we get to, whichever child we are talking to, it is appropriate to discuss logical consequences. These are not punishments. Punishments are seen as punitive and often lead to very unhelpful anti-establishment type feelings. Logical consequences make sense to everyone concerned and lead to a much stronger chance that learning will take place. These situations are very rarely 'black and white' – logical consequences adapt to this more sensitively than punishments. Further details about this follow in the next section.

Logical consequences

At St Thomas' we teach that every action has a reaction. Good actions take us towards being heroes of Christian character. Poor choices take us away from this goal.

Children at St Thomas' generally want to belong and be part of the community. **Logical consequences** are part of the restoration to the community. It is essential for the child to continue to feel part of the community for this to work. Attachment to the school/other children and a sense that they care about him/her will help to ensure that the logical consequences are effective. Everyone needs to know that they are valued.

Inappropriate behaviour that leads to hurt should be followed by a consequence. A consequence is not necessarily a punishment. We have found that punishments do not usually work in the long term. Threats of punishments are sometimes effective for a short term, but will usually be detrimental to the relationship that the children have with the school. It is also clear from the societies we live in that punishments are not improving things. What successful communities really need is respect and responsibility. Community service is a better example of an effective consequence. **A consequence is a process that helps us learn.**

- Ask the child/children/class/group to decide on what the inappropriate behaviour was and ask them to identify what Christian characteristic was missing.
- Investigate this as fully as possible to make sure you really understand what has occurred.
- Hear both sides and do not be swayed by previous experience or allegations from outside forces e.g. parents/carers (unless they actually saw the incident), other children that were not there or even other staff reactions to what they have heard. Our experience is that these influences tend to inflame a situation. If in doubt involve a senior member of staff.
- Clearly establish the issues and summarise the situation again and again until all 'sides' agree. If they do not agree it is usually a good idea to pass it on to a senior member of staff.
- Make sure apologies have been made.
- Recognise together that a consequence is logical and will help to "restore" the child/children.
- Ask them to identify some possible consequences.
- Guide them towards a consequence that will address the issue. Do not choose the biggest consequence! You may need somewhere else to go another time! Always leave options for this. For example, if a child chooses to stay in at break writing an apology¹ – tone this down by saying something like: "Yes you could do that and maybe you'll choose that next time, but for today let's just say that we're sorry and seeing as we've been talking about this for most of break time anyway – go outside and think about your friendships and the sort of person you want to be"
- Sometimes other children may see a child undertaking their consequence (e.g. litter collection) and want to join in – let them. The social interaction will help further restore a sense of pride.
- Children need to contribute to the community they are in if they are to value it.
- Consider how the person could respond to this and practice better Christian character
 - i.e.
 - If they have not been caring they will need an opportunity to be caring.

¹ Be cautious with written apologies. It is generally not a good idea to actually give them to the child they are for. Keep them yourself. You could explain to the writer that they have done a good job and that it is a nice letter, but that as they have already apologised verbally – they do not actually need to give the letter to the other child. Certainly do not send them home or show them to a parent/carer. They are very sensitive and are best kept by the teacher. A written apology gives a lot of 'power' to the child that has been offended and often this can cause problems.

- If they have shown a lack of respect then they should like a chance to show respect.
- If they have been failing to take responsibility they should like a chance to take responsibility. And so on.
- Make sure the children know that this is not a punishment.
- **REMEMBER:** do not discuss logical consequences with parents (other than those of the child concerned) it is not appropriate to share this information as it is often sensitive.

Small Group Support Sessions/Counselling

All adults in our school believe in providing individualised support programmes for certain children that require more intense character education.

- Some St Thomas’ pupils require more intensive help and may attend counselling in school supported through links with Kids Inspire. These referrals are always made through the SENCo.
- Our small group work focuses on character education in a more intense and active way
- Senior staff and the SENCo will look for external support and early intervention in more difficult cases and we will ensure that this support is for the whole family, where necessary. E.g. Behaviour Support via the Inclusion Partner (IP).

Use of De-Escalation Script

For some St Thomas’ pupils who display heightened emotions which are impacting on their behaviour choices (they may have become dysregulated) and responses to adult intervention we use a school wide agreed de-escalation script and associated de-escalation body language.

De-escalation Script:	De-escalation Body Language:
<ul style="list-style-type: none"> ● Child’s name ● I can see... ● You are safe. PAUSE ● I am here to listen. ● Use your words (visuals). ● I want to help. 	<ul style="list-style-type: none"> ● Outside of an outstretched arm ● Good distance ● Standing to the side ● Relaxed hands ● Managing height

The principle of the above approach is to use few words and allow the child time to regulate. Staff members would go in to the situation, deliver the script and step back.

This may take some time as children regulate at different rates. If during this process a staff member needs to ‘swap out’ or seek support from another member of staff we have a non-verbal cue to alert staff members to this. This is our orange spot. We have a non-verbal cue so as not to escalate a child further by discussing the situation they are in.

Conclusion

We hope that this policy will help existing and new members of our school community to understand Character Education and dealing with inappropriate behaviour. Character Education will be part of induction for all staff. The policy is not a final offering and it is hoped that it will be returned to regularly to be updated and improved. We are all learning!

The most important message is that this is a caring, Christian community. We intend to realise everyone's potential (socially, emotionally, physically and academically) and we can only do this if we work to uphold the Christian values described here.

We want everyone to feel empowered to be proactive and take responsibility for this policy. We want it to be widely understood and used.

March 2024

Review:

This policy will be reviewed in September 2026.

References:

A COMMUNITARIAN POSITION ON CHARACTER EDUCATION By *Amitai Etzioni*

THE RE-EMERGENCE OF CHARACTER EDUCATION IN BRITISH EDUCATION By James Arthur,
Canterbury Christ Church University

THE SCIENCE OF CHARACTER EDUCATION By *Marvin W. Berkowitz*

CITIZENSHIP EDUCATION AND CHARACTER EDUCATION: SIMILARITIES AND CONTRASTS
By Ian Davies, Stephen Gorard And Nick McGuinn , *University Of York*

CHARACTER EDUCATION: RECLAIMING THE SOCIAL By Barbara J. Duncan
Department Of Educational Policy

BUILDING SCHOOLS OF CHARACTER: A CASE STUDY INVESTIGATION OF A CHARACTER
EDUCATION
PROGRAM'S IMPACT ON SCHOOL CLIMATE AND PUPIL BEHAVIOUR

CLUTCHING AT STRAWS: IS IT TIME TO ABANDON THE MORAL JUDGMENT DEFICIT
EXPLANATION FOR DELINQUENCY? By Nicholas Emler And Hammond Tarry

PHD LITERATURE REVIEW By Robert White

Glossary:

Attitudes: Taking pride in following routines and behaving in ways that are in line with the Christian values we teach.

Cognitive dissonance: The development of a conscience through structured situations. Where an adult will help a child to understand that their behaviour was inappropriate. The child will be helped to empathise and feel a sense of remorse.

Developmentally Appropriate Programming: Physical, cognitive, cultural, social and emotional needs are met in appropriate ways for each child.

Expectations: Adults clearly and regularly explaining to children in proactive and interesting ways that they expect them to be: respectful, responsible, trustworthy, honest, caring and fair.

Habits: Doing the right thing (according to the Christian values we teach), without needing to think about it and mentally process that it is the right thing to do.

Inappropriate behaviour: This term refers to occasions when someone acts in a way that is at odds with the Christian values. In its context the behaviour will be: disrespectful, irresponsible, untrustworthy, dishonest, uncaring or unfair. It is ideal to be specific about why the behaviour was inappropriate (e.g. "that was very unfair of you" rather than "you were very bad/naughty").

Logical consequence: A process that helps children to learn and restores them to the community.

Positive peer influence: often 'peer pressure' is regarded negatively, but in this instance and used skilfully it can be a very powerful tool to help children that are very stubborn and deliberate in their inappropriate behaviour. Using peers to explain what is inappropriate and manipulating the situation to ensure the peers say the right things can be very powerful. A temporary, short-lived rejection from peers is an ultimate level of sanction and can hit very hard. It would only be used occasionally and always with great sensitivity.

Restorative Processes: Any action taken to address inappropriate behaviour and to address any hurt that has been caused/felt.

Routine: A series of behaviours that are imposed by adults so that all children can behave in ways that are in line with the Christian values taught.

Rules: Thou shalt not... type. These would be imposed without explanation. Don't run in the corridor. Don't lean back on your chair. Don't talk.

Teachable moments: Emotionally mature adults will be able to use almost any event to teach something of Character Education. Inappropriate behaviour offers opportunities to teach children about the Gospel values. Adults may need varying amounts of time to think and reflect before embarking on each teachable moment, but they should try to make the most of every opportunity.

Values: St Thomas of Canterbury Primary School has chosen 7 values based upon the loving Gospel of Christ.

APPENDIX 1

CHARACTER EDUCATION & BEHAVIOUR MANAGEMENT

When the principles of Character Education are not working it will be necessary and appropriate to resort to a more traditional Behaviour Management approach. Successful behaviour management can only be truly effective when there is a whole school approach followed consistently by every member of staff. Stepped interventions give a structure for this to be developed.

LEVEL ONE INTERVENTIONS

- 1) Praise those who are doing what is expected, e.g.
 - *I am pleased to see how quickly that group has started work.*
 - *Sarah you have lined up very quietly and sensibly. Well done!*
 - *It's good to see you working so hard and helping each other whilst I am working with this group.*

- 2) Asking questions to remind children of the agreed expectations before they do something, e.g.
 - *Can someone remind me how we should line up for worship?*
 - *Could someone tell me what you are going to do when you get back to your desks?*
When someone gives a suitable answer say: *Who thinks they can do that?*

- 3) Make a positive intervention with children who are not doing what is expected by going over to them and talking to them individually then praise them when they are doing what you expect. E.g.
 - *How are you getting on with this? You did questions like this very well last time.*
 - *Are there any questions that you are finding difficult?*
 - *See if you can finish the next two questions by the end of the lesson. I'll come back in a few minutes and see how you've got on.*

- 4) Use non-verbal communication e.g.
 - *Mime writing or sitting down.*
 - *Use a questioning or disapproving look.*

- 5) Tactically ignore behaviour. This is only truly effective if it is combined with praise for those who are doing what you expect e.g.
 - *A child is calling out, you ignore him whilst saying 'Alan, thanks for putting your hand up. What do you want to say?'*
 - *A child is trying to distract Mary so you say, 'Mary, I am pleased with how carefully you are listening. Well done!'*
 - *One group are not working very well whilst another group is working very hard. You say to the hard working group, 'I am really pleased to see how well that group are working. Keep it up!'*

LEVEL TWO INTERVENTIONS

Level 2 interventions should be used **after** Level 1 interventions.

- 1) Remind children of the agreed expectations e.g.
 - *What is our rule for lining up?*
 - *Remember to put your hand up if you want to speak to the class.*
- 2) Emphasise the behaviour you expect e.g.
 - *Sit down quietly.*
 - *Use your classroom voice to discuss this with your partner.*
 - *Walk sensibly into the hall.*
 - *Quietly turn your chairs to face the board.*
- 3) Ask simple questions that make the child take responsibility for his/her behaviour, (remember to avoid 'why' questions as children who are misbehaving rarely know why they 'just are') e.g.
 - *What should you be doing?*
 - *Where should you be working?*
 - *How should you be doing that?*

LEVEL THREE INTERVENTIONS

These interventions should be made as quietly and privately as possible to avoid 'advertising' unwanted behaviour to the rest of the class. A good general rule to be aimed for is:

'Give praise publicly – make corrections privately.'

Giving choices

Some of the occasions when choices are appropriate...

- A child is not working – choice: start work now or complete the work at break or lunch.
- A child is not working to his/her potential.
- A child is being too noisy.
- A child is stopping another child or whole class from working.

On these occasions the choice should be given and a small amount of 'take up time' allowed so the child can save face e.g. give the choice, walk away (this sets the expectation that the child will make the right choice), check in a minute or so that the child has made the right choice otherwise the consequence should be carried out.

- i) Give a warning and a choice followed by 'take up time' e.g.
 - *'I've asked you to sit down and finish your work. If you can't, I'll have to move you away from your partner/group. It's your choice.'*
- ii) If the warning is ignored move the child from the partner/group.
- iii) If unacceptable behaviour continues give another warning and a choice e.g.
 - *'I've asked you to sit and work quietly without disturbing others. If you can't do this you will have to go to (team leader → SENCo (if appropriate) → DHT → HT) to work/calm down.'*
- iv) If the warning is ignored the child is sent/taken to (team leader → SENCo (if appropriate) → DHT → HT)

Not giving choices

These are not part of the levels of intervention, as they are behaviours where a child has to be told to stop doing something that is wrong, usually when they are putting others at risk of harm.

Some of the occasions when choices are not appropriate....

- A child is physically hurting or has hurt someone.
 - When this is the case the child loses the right to be in the class. If the child does this on more than one occasion in a short space of time the issue is one for the senior leadership team to address so the teacher can get on with teaching. In the short term the child will be taken by a senior member of staff to a safe area, but then discussions with parents will occur so that an agreed plan can be put in place for what will happen if the child behaves in this way again. This is led by the SLT and may include input from the classteacher as deemed appropriate.
- A child is doing something dangerous or something that could lead to danger.
- A child is persistently rude and disrespectful to an adult or a child or has upset someone.

On these occasions the child should be told what s/he has done wrong, what needs to be done now, and what will happen if s/he doesn't do the right thing. The child should also be asked what s/he needs to do to put right what s/he has done wrong. This is very important as it makes the child take responsibility for the behaviour, which doesn't happen if the teacher simply tells the child off.

Regular unacceptable behaviour at breaktime and lunchtimes

The involvement of parents/carers at an early stage is essential to resolve difficult issues.

In cases of persistent bad behaviour during break times and lunchtimes the SLT may explore the possibility of 'community service' type programmes. The child would be given jobs/tasks to complete during the lunch hour, which of course provides structure in an otherwise unstructured time. Examples include, tidying mats, stacking dinner trays, litter picking...etc.

Report Card System

When a child is placed at **Intervention Level 3** (see above) they will be issued with a 'Report Card' – See Appendix 2.

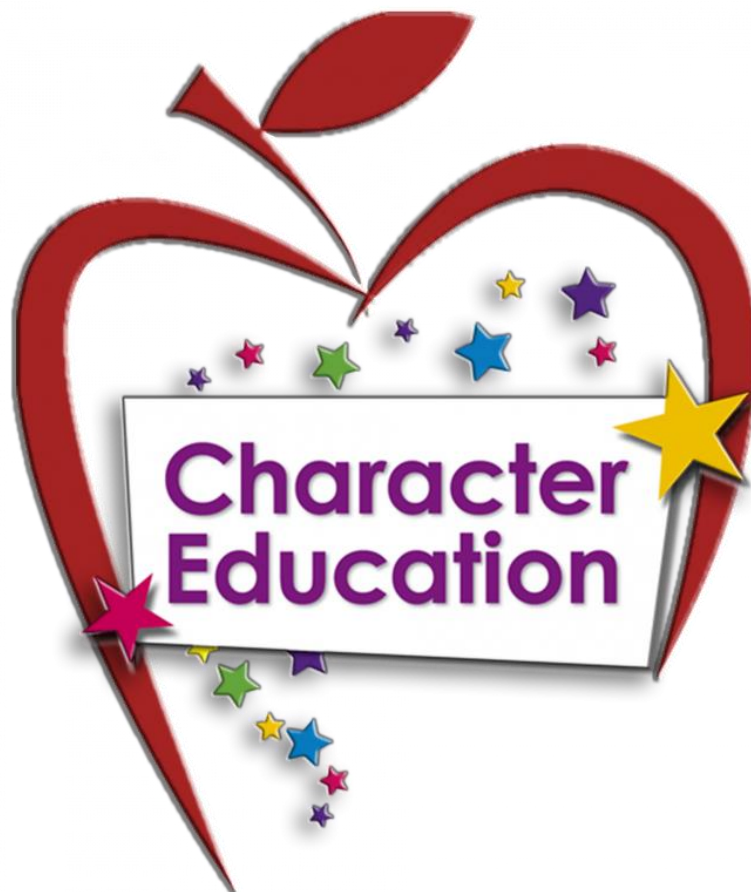
The Report Card is intended as a supportive reminder for the child about the expectations of behaviour within our school. It is also a good way to record positive progress towards behaviour modification as well as recording aspects that need continued improvement. The Report Card will also send a clear message to parents/carers about their responsibility in supporting their child's behaviour and being very much part of a collaborative solution.

The Report Card is seen very much as a short term intervention and would not normally be used beyond a period of **2 weeks**. If there is little or no improvement after this time then all parties involved will look towards involving more specialist early intervention support through outside agencies, exploring both educational and medical routes. See Appendix 3 for further details.

APPENDIX 1(a)

Inappropriate Behaviour	Christian Value	Possible logical consequence
Talking out of turn/Calling out	Caring Respect Fair	<ul style="list-style-type: none"> • Create a poster related to good manners • Sharing/creating social stories • Reflective conversation with a class adult • Time out/calming cushion • Give minutes of silence at break/lunch • Miss a turn, e.g. during circle time • Asking other children how it made them feel, reflecting on this and feeding back to class
Chatting in collective worship	Caring Respect Fair Responsibility Trustworthiness	<ul style="list-style-type: none"> • Apologise to the person leading worship and explain their actions • Change in position in worship order/sitting closer to an adult/positive role model • Asked to reflect and talk about worship in own time, e.g. break/lunchtime • Help to plan a collective worship/set up or tidy hall
Pushing other children	Respect Trustworthiness Fair	<ul style="list-style-type: none"> • Apologise for actions • Additional PSHE lesson about showing respect/kind hands, kind words • Send to back of line, go back to start and try again • Helping on the playground with first aid • Sit out of game, watch and list people who are playing appropriately
Not looking after property	Respect Caring Trustworthiness Responsibility Fair Honest	<ul style="list-style-type: none"> • Stay in for a task to look after property/tidying classroom resources • Be responsible for others' property • Cleaning or replacing property (perhaps making a financial contribution with agreement of parents/carers) • Watch a video/look at photographs of less fortunate children and list what we are grateful for that others don't have.
Rough/boisterous play	Respect Caring Trustworthiness Responsibility Fair	<ul style="list-style-type: none"> • Supervised break time with an adult • Sit out for 5 minutes and observe appropriate play • Colouring a reflective poster • Create/share social stories • Limit space – make the child's physical boundaries smaller • Adult to role play an alternative way of playing/describe how they are feeling
Not telling the truth (lying)	Caring Respect Trustworthiness Responsibility Honest Fair	<ul style="list-style-type: none"> • Read/retell 'The Boy Who Cried Wolf' • What ways can they think of to regain our trust? • Make a poster/prompt card about honesty • Apologise to the person
Not doing as told	Trustworthiness Responsibility Honest Respect Caring	<ul style="list-style-type: none"> • Adult to model what child is doing wrong • Rehearse good behaviours • Giving child choice....now or later? • Involve other children – hear their opinions about inappropriate behaviour • Apologise to class/others
Stealing	Caring Respect Responsibility Trustworthiness Honest Fair	<ul style="list-style-type: none"> • Reflect on how they would feel/how others feel when they have items stolen • Parent/school conversation – with child being present • Apology to victim • Being a monitor for something, in order to show trustworthiness

Running in the corridor	Caring Respect Responsibility Trustworthiness	<ul style="list-style-type: none"> • Walk – do it again! Discuss dangers • Practise walking along the corridor in their own time • Make a poster explaining why we walk around the school • Spot positive role models who are walking in and around the school
Distracting others from working	Caring Respect Responsibility Trustworthiness Fair	<ul style="list-style-type: none"> • Sit and work on their own for a while – work in isolation if appropriate, e.g. own table (regulation time) • Peers share their feelings about behaviour • Help out others whose time they have wasted
Answering back to an adult	Caring Respect Responsibility Trustworthiness	<ul style="list-style-type: none"> • List appropriate sentence starters when talking to an adult, such as ‘Excuse me...’ • Understand what respect is – use time at break to discuss why what they did was wrong • Consider/reflect upon tone of voice • Revisit class expectations on good manners
Swearing/Name calling	Respect Caring Responsibility	<ul style="list-style-type: none"> • Create a word bank of other words we use in school • Explore the anti-social aspects of bad language choices • Discuss alternative phrases • Explain this behaviour is logged



St Thomas of Canterbury Church of England Primary School



REPORT CARD

--

St Thomas' pupils aim to be:

Respectful
Responsible
Honest
Caring
Fair
Trustworthy

We also try to **forgive** others.

We need to learn to choose to be these things and sometimes we need a bit of help! This report card is to help those of us that need support to become the best that we can be.

The aim is:

“To do the right thing because it is the right thing to do.”

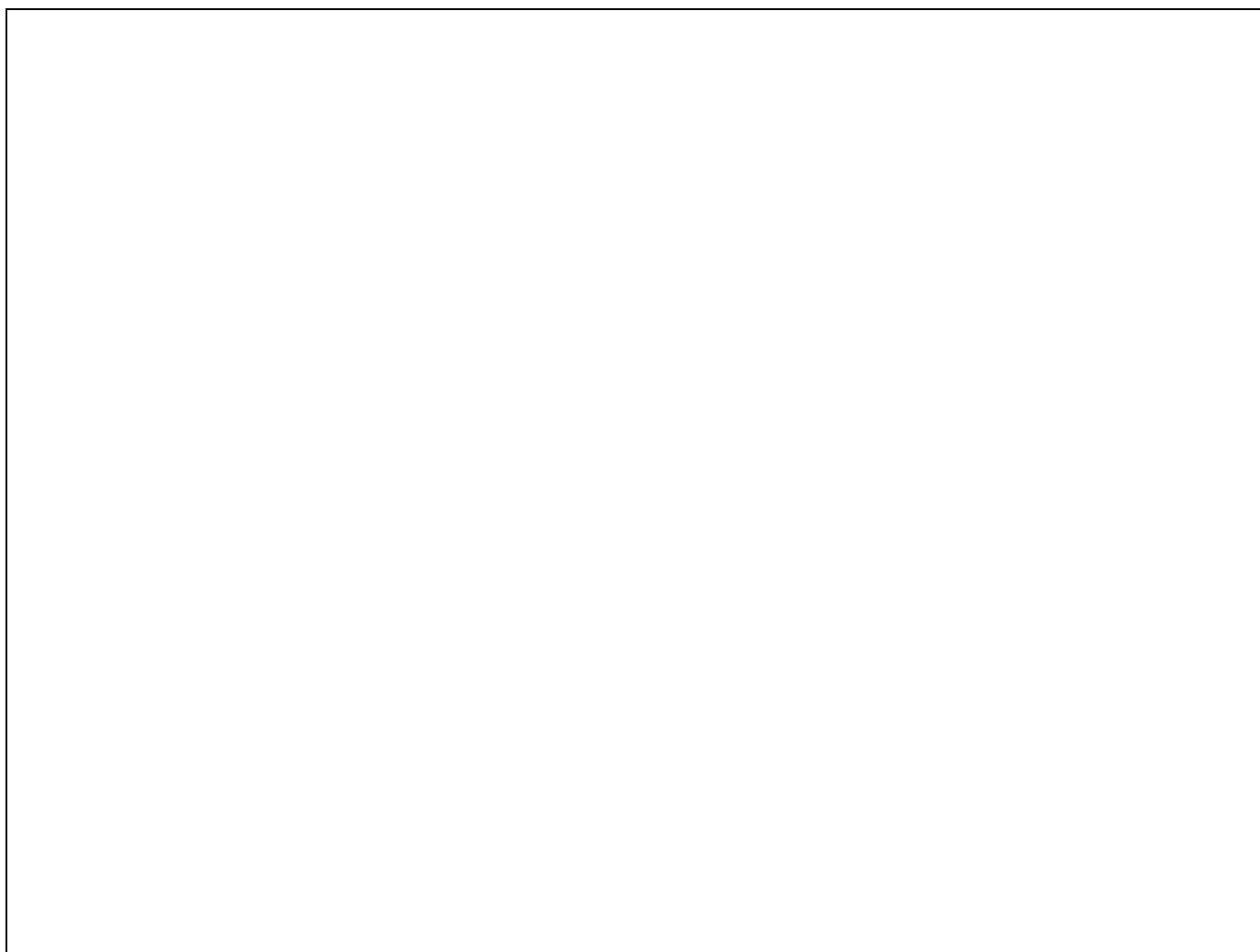
The classteacher will make a comment each day and the card will then be taken home. Parents and teachers will work together to help make sure that **XXXXXXXX** is making the right choices.

Day	Teacher			Parent/Carer(s)
Mon	<u>Maths</u>	<u>English</u>	<u>Afternoon</u>	
Tues	<u>Maths</u>	<u>English</u>	<u>Afternoon</u>	
Weds	<u>Maths</u>	<u>English</u>	<u>Afternoon</u>	
Thurs	<u>Maths</u>	<u>English</u>	<u>Afternoon</u>	
Fri	<u>Maths</u>	<u>English</u>	<u>Afternoon</u>	

The Headteacher will occasionally ask to see the card and will make any comments on the back here:

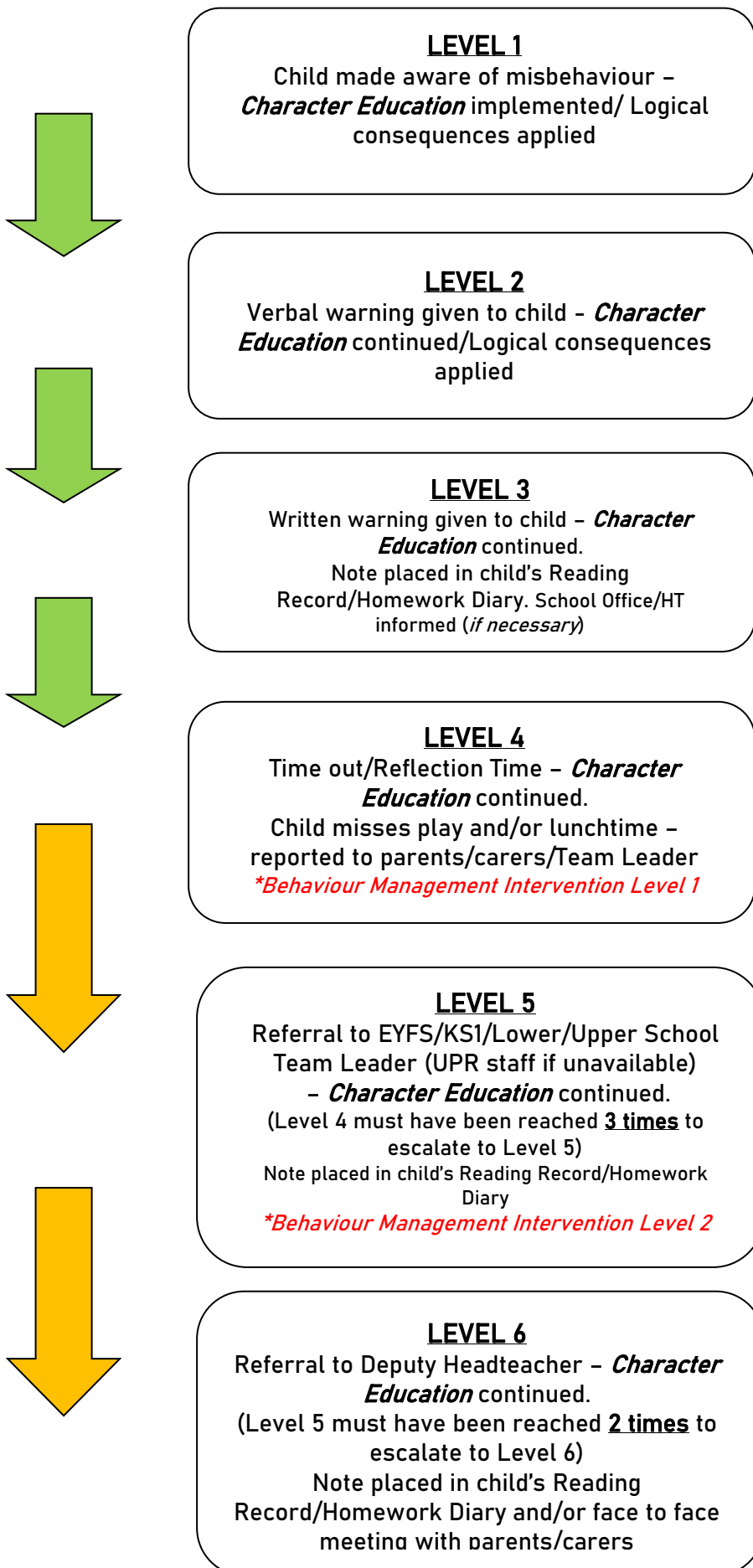


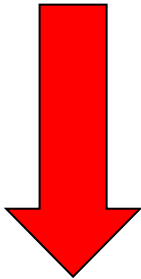
The pupil will make comments here:



APPENDIX 3

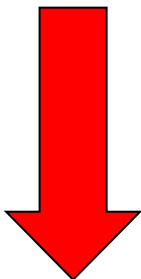
Sanctions Flow Chart





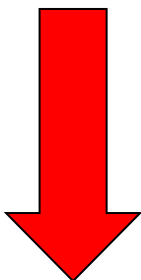
LEVEL 7

Headteacher - *Character Education* suspended.
Report Card System applied.
Face to face meeting with parents/carers to agree action.
**Behaviour Management Intervention Level*



LEVEL 8

Headteacher/SENCo - *Character Education* suspended.
Report Card System failed.
Formal referral to Behaviour Support Team/Early Intervention/Multi Agency input.
Meeting arranged with parents/carers



LEVEL 9

Headteacher - *Character Education* suspended.
Early Intervention referral has little/no impact. No change in child's behaviour and attitude.
Fix Term Suspension considered.

LEVEL 10

Headteacher & Governing Body - *Character Education* suspended.
Fix Term Suspension/s has no impact.
Behaviour prevents teachers from teaching and children from learning over a sustained period of time.
*Permanent Exclusion considered**

*Statutory guidance followed - 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England' - Statutory guidance (September 2023)

APPENDIX 4

Behaviour referral flowchart for lunchtimes

