St Thomas's
CE Primary School

Relationships and Behaviour the St Thomas's Way

A thriving community rooted in Respect, Compassion, Courage, Resilience, Hope and Aspiration

The St Thomas's Way	Consistent Adult Behaviours	Positive Recognition
Be Ready **Be Safe** **Be Responsible**	- Consistent, calm, adult behaviour - Meet and greet - Legendary lines - Show me five - St Thomas's micro script - Children are praised in public and reminded of behaviour expectations in private	- Sincere, praise and feedback - Classroom rewards including Star Points and stickers - Note/phone call/message home - A visit to another member of staff for praise/commendation - Bronze, Silver, Gold certificates and badges

The St Thomas's Way	St Thomas's Micro-scripts Remember positive recognition first
Reminder of Rule – Clear reminder of the three simple rules (ready, safe, responsible) delivered as privately as possible – a quiet word **Caution –** Clear verbal caution delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue **Last Chance –** Ask the child to 'Stay behind two minutes during the next break'. During this time, speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. **Time Out –** Short time out of class, in phase classroom, or at side of playground. A few minutes for child to breathe, look at situation from a different perspective and compose themselves. **Restorative Conversation –** 5 minute restorative meeting with key adult.	"I noticed you are ……" (Having trouble getting started/struggling to get going/wandering around the classroom) "Remember our expectation of ready, safe, responsible about …." (lining up/staying on task) "I need you to / I expect ….." "I know you will ….." (pick up the papers from the floor) "Thank you for ….." (stopping talking when I am talking) "Do you remember earlier when …." (you showed how well you could listen/helped me tidy up?) Refer to previous good behaviour "This is what I need to see today." Reinforce the expected behaviour Walk away and give the child some take up time. **This will be adapted accordingly for pupils with additional needs**

When child has been unable to self-regulate	Restorative Questions
Stay calm and model self-regulation. Be supportive and encouraging. Reduce unnecessary demands. Provide structure and consistency. Help them develop a toolbox of coping strategies to use when dysregulated. Record the incident on CPOMS. SLT/Headteacher may lead the restorative conversation. Phone call to or face to face conversation with parents at end of day.	**To be used to frame restorative conversations. Punishment doesn't teach better behaviour, restorative conversations do.** 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? How? 6. What should we do to put things right? 7. How can we do things differently in the future?

Be Ready **Be Safe** **Be Responsible**

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