

The St Thomas' Way

Jesus said, 'Come live your life the way God wants you to.'

At St Thomas', we want to prepare our pupils for the life that lies ahead of them, guiding them to 'live the life that God wants them to' by becoming the very best version of themselves: we believe that explicit teaching of outstanding behaviour is an integral part of this. Our Beacons of Light curriculum has been designed to build our pupils character, preparing them for a successful future, and our behaviour curriculum really is at the heart. Through our behaviour curriculum, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils from Nursery to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want **every** child to succeed.

Introduced in pre school

Introduced in Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Bootcamp & ongoing explicit teaching of expectations Classroom routines: Threshold/ Do Now SLANTing No Hands Up Oracy Strategies 1,2,3 Silent Signals Engineered Efficiency Around School: Wonderful Walking	Revision of Routines and Expectations Teachers to recap as necessary. SLT to identify and areas for development.	Revision of Routines and Expectations Teachers to recap as necessary. SLT to identify and areas for development.	Behaviour Reboot & ongoing explicit teaching of expectations Classroom routines: Engineered Efficiency Threshold/ Do Now SLANTing No Hands Up Oracy Strategies 1,2,3 Around School: Wonderful Walking	Revision of Routines and Expectations Teachers to recap as necessary. SLT to identify and areas for development.	Revision of Routines and Expectations Teachers to recap as necessary. SLT to identify and areas for development.



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Three School Rules

We have three key school rules than run through everything that we do, decided upon by staff and children. These three rules define our STAR behaviours (the behaviours we expect to see consistently around school):

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Be Ready

We SLANT:

- S – Sit up
- L – Listen carefully
- A – Ask and answer question
- N – Nod our heads
- T – Track the speaker

We stop when we see the STOP signal

We have our equipment ready to start our lesson

We use 1, 2, 3 to quickly and quietly line up...




Be Respectful

We demonstrate Wonderful Waiting and Wonderful Walking around school and hold doors open for each other!

Greet others by name:

Good Morning...
Good Afternoon...
How are you?

We respect our environment

Use our manners consistently:

Thankyou...
Please...
Excuse me...
I'm sorry...




Show Love

We demonstrate our six Christian Values of:

Compassion

Thankfulness

Responsibility



Peace

Friendship

Respect



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Teaching Approach

Doug Lemov states, 'Students should never have to ask themselves, "What am I supposed to be doing?" when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here.'

This quote explains our rationale behind our teaching approach. We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our academic year begins with a 'Behaviour Bootcamp' – a day dedicated to introducing and rehearsing behaviours. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary. Each half term our SLT will focus on an area of the behaviour curriculum, taking the valuable opportunities of morning worship, breaks and lunchtimes to remind and rehearse, consistently recognising outstanding behaviour. Mid-way through the year we dedicate time to a 'Behaviour Reboot' where we can review and remind all of our routines and expectations.

Explicit Routines	High Expectations
1,2,3 1 – Stand up 2 – turn to face the direction you will travel 3 – Walk in to line Do Now – Classroom entry - Teacher stands at the threshold of classroom and greets children - Children enter classroom quietly, following routines for putting equipment away - Child get on with task on desk in silence STOP Signal - Teacher hold up hand, palm facing the children (STOP Signal) - Children notice teacher showing STOP signal - Children stop what they are doing, emptying hands, ensuring magnet eyes - Children also show STOP signal Teachers will establish firm routines for learning in their classroom e.g. giving out of books, packing away at the end of a lesson.	SLANT S – Sit up straight L – Listen carefully A – Ask and answer questions N – Nod your head T – track the speaker Wonderful Walking & Wonderful Waiting Facing forwards At a steady pace In a straight line With hands behind our back Without talking. Oracy skills Greeting others (children and adults alike) Consistent manners



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Routines and Expectations for All

Tom Bennett states, 'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.' We have therefore designed a list of expectations, combined with rules that every member of the school community can refer to - these are clear and accessible for everyone.

In our classrooms, you will see us:

- SLANTing
- Using 1, 2, 3 to line up sensibly
- Starting our task as soon as we enter the classrooms
- Ensuring we are prepared for and ready to learning
- Clear, clutter free desks
- Working independently (we may take notes!)
- Staying on task
- Taking pride in the presentation of our work
- Treating our environment and equipment with respect
- Taking part in discussion, showing an interest in the ideas of others

You won't see us....

- Swinging on chairs
- Calling out
- Talking whilst the teacher is
- Disrupting others
- Fiddling with items on our desk

When playing outside, you will see us:

- Treating others with kindness
- Demonstrating respect to all peers and staff
- Trying to resolve any disagreements independently
- Taking part in different activities
- Making sure everyone feels included and valued
- Following the football rules
- Using the 'Five Minute Warning' to prepare for the end of lunchtime
- Lining up quickly and sensibly as soon as the whistle is blown
- Treating our environment and equipment with respect

You won't see us....

- Taking part in rough play
- Using unkind words or inappropriate language
- Going indoors, unless we have permission from a member of staff
- Behaving in a way that may upset others
- Going into the trees at the back of the field

In St Thomas' restaurant, you will see us:

- Wonderful walking
- Lining up quietly, standing straight
- Remembering our manners
- Carrying trays sensibly
- Using indoor voices
- Using our knives and forks
- Clearing tables completely then sitting back down
- Pushing in chairs and lining up sensibly

You won't see us...

- Getting out of our seats when we don't need to
- Running
- Being silly
- Talking loudly

When around school demonstrating outstanding etiquette, you will see us:

- Wonderful walking
- Holding doors open – letting others through a doorway before walking through yourself
- Greeting people politely - saying 'Good Morning' or 'Good Afternoon'
- Using eye contact when somebody is talking to you
- Using 'please' when asking for something
- Using 'thank you' and showing gratitude when somebody does something nice for you
- Standing aside to let people past -
- Being mindful of other learners around us
- Going back to our classrooms as soon as possible

You won't see us....

- Talking loudly
- Being silly in the corridors
- Wandering around



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Behaviour Systems



We have a point system designed to encourage children to become intrinsically motivated to achieve our STAR Behaviours. Our point system is used by all staff members and runs hand in hand with our rules and expectations. Our pupils are awarded points for outstanding behaviour. We do not give out physical rewards or prizes such as sweets or toys; we instead hold a weekly celebration assembly and an end of term 'STAR' awards to celebrate excellent behaviour – we believe the best reward is the feeling of pride knowing you have achieved great things. Our children can achieve a bronze, silver and gold STAR Award within a school year, based upon the number of points they earn.

If a child doesn't demonstrate our STAR behaviours or breaks a school rule, they will be offered reflection time guided by either their class teacher or a member of SLT.

 Reflection Sheet	
Are you ready? Learning behaviours - Eager to learn (concentrate and respond to questions), - Ready to learn (always have the right equipment), - Demonstrating a growth mindset and perseverance, - Aiming to be the very best you can be?	Description of my behaviour....
Are you showing love? Values Demonstrating our six core Christian Values of Compassion, Thankfulness, Responsibility, Peace, Friendship and Respect?	Which STAR rule have I broken?
Are you respectful? Etiquette - Be polite and respectful to everyone, - Greeting people and opening doors for others, - Using table manners at lunchtime, - Taking pride in your personal appearance?	How has my behaviour affected others?
	What will I do differently next time?
	Consequence

ST. THOMAS C.E. SCHOOL LYDIATE
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LDST
Liverpool Diocesan Schools Trust



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