



Saint Thomas More Catholic Primary School

Behaviour Management Policy

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Agreed by governor committee	Not applicable
Ratified by full governing body	Sep 2023
Date for review	Sep 2025
Signature of Chair of Governors	
Signature of Headteacher	

1. Behaviour Policy

Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

Saint Thomas More Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.

This policy describes the aims, principles and strategies for promoting good behaviour at St Thomas More Catholic Primary School. It is the role of all in the school community to create an environment in which learning and teaching can take place. Good behaviour enables pupils to feel safe and happy at school and allows pupils to make the most of the learning opportunities presented to them.

This Behaviour Management Policy has been written with due regard to up-to-date research and in consultation with pupils, parents/carers, governors and school staff, including teachers, learning assistants and lunch time supervisors.

1.1 Purpose

The purpose of this policy is to:

- Promote high levels of good behaviour
- Provide a consistent approach in responding to good behaviour
- Provide a consistent approach in responding to unacceptable behaviour
- Ensure that behaviour does not inhibit or prevent the learning or well-being of pupils
- Provide a consistent framework for teaching children to make appropriate behavioural choices and to understand the impact of their behaviour on others.

1.2 Aims

The aims of the policy are that all members of the school community:

- Know the behaviour expected of pupils
- Understand what is right and wrong
- Understand the Jesuit Values and Virtues and aspire to display them in their behaviour
- Promote self-discipline and an appropriate respect for authority
- Can work together, harmoniously, with others
- Develop a responsible and independent attitude towards their work and their behaviour towards others
- Achieve their potential in learning and in developing their full human potential.

2. Underpinning Principles of Behaviour Management at Saint Thomas More Catholic Primary School

We believe that every child has a right to feel safe and to learn unhindered when at school. Behaviour management plays a key part in ensuring the ethos and atmosphere within the school enabling children to feel safe and learn unhindered.

2.1 Our Catholic ethos guides and informs the way we interact with children.

All of our interactions with children, staff and parents/carers are guided by our Catholic ethos and the Values and Virtues we aspire towards.

St Thomas More has adopted the Jesuit Values and Virtues of being:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

All pupils and staff are expected to uphold these values and to aspire to show them in their day-to-day life in school. Each half term, two of the values and virtues are taken as a focus for behaviour and pupils are encouraged to pay special attention to upholding these values during the half term.

We believe that every child is made in the image and likeness of God and, therefore, must be treated with respect and compassion. All interactions should allow the child and others within the school environment to retain their dignity. We believe that every person within the school setting has a responsibility and a right to use their God-given talents to the best of their ability, in order that they may meet their full human potential. We believe that, by saying sorry and reflecting on the impact of our actions, every child can be forgiven for making mistakes or wrong choices.

2.2 All behaviour is a way of communicating; staff will seek to understand what the child is trying to communicate and address it.

Children communicate their needs in many different ways. Behaviour is a way that children express their needs, often without realising it themselves. Examples of this include children who are in need of greater attention who behave in a comical or 'silly' way to attract additional attention, or a child who finds the proximity of other children overwhelming and pushes them away.

All behaviour will be dealt with appropriately, and promptly, but staff will seek to understand the cause of the behaviour and address it, seeking additional support in meeting the child's needs where necessary. Children will be encouraged to find alternative, more appropriate ways of communicating their needs.

2.3 Children will be taught to expect high standards of themselves.

Whilst children will inevitably need support to adhere to high standards of behaviour at all times, the most successful behaviour management and preparation for adulthood is for children to develop the skills and motivation to have self-control and self-discipline. Children will be taught about the intrinsic benefits and rewards of good behaviour, as well as receiving recognition for good behaviour and consequences for inappropriate behaviour. Children will be taught to understand the impact of

their actions on others as well as themselves and how to make better choices the next time they are faced with a similar situation.

Staff and parents/carers should be mindful that children will be able to demonstrate differing levels of self-control and self-discipline depending on their maturity, current emotional wellbeing and the context of the situation.

2.4 We share the same expectations for all children but realise different children will need different support within a consistent approach.

Every child deserves the chance to perform at their very best in any aspect of their school life. We uphold the same expectations for all children: for example, all children are expected to behave courteously; all children are expected to work hard and do their best. However, we realise that some children have additional barriers to behaving appropriately, for example, because of exposure to trauma or special educational needs.

Whilst we have the same long-term expectations for every child, there will be some children for whom it takes longer to reach the expectations. All members of staff will adopt a consistent approach, but for some children, this may need to be delivered with additional support in place. It also means that some rewards and sanctions may be personalised to meet individual need, or to take account of advice from outside agencies.

Where an unacceptable behaviour is deemed to have occurred because of a special educational need or disability not being met, this will be dealt with as a special educational need rather than a behavioural indiscretion: the expectations of appropriate behaviour will remain the same, but the way the incident is dealt with may be tailored to the individual child.

2.5 All members of the school community will be treated in a respectful manner.

It is expected that children will treat other children and adults respectfully. Equally, adults within school will treat pupils and other adults in a respectful manner. This means that when children have made a mistake or wrong choice, any consequences or reminders about behavioural expectations will be given firmly, but always respectfully.

2.6 Good relationships between staff and pupils are key to good behaviour.

Pupils will always behave at their best when they feel valued and respected. Knowing each individual pupil well enables staff to respond to both good and inappropriate behaviour in a caring but firm manner with understanding, respect and humour.

2.7 Good behaviour will be recognised; inappropriate behaviour will incur sanctions with immediacy.

Children will receive appropriate recognition for displaying good behaviour. This may range from a 'well-done' smile to house points to being noted on the class Recognition Board. This is to encourage good behaviour to be seen as part of the everyday expectations and repeated. If a child consciously makes a wrong choice or behaves inappropriately, sanctions can be applied to support children in understanding that every action has a consequence.

Rewards and sanctions will always be proportionate. This means that the reward or sanction is appropriate to the behaviour, but also that consistent and sustained behaviour will result in more significant rewards or sanctions. Sanctions will always be enacted as soon as possible, on the same day as far as can be achieved, to ensure each new day starts as a 'clean slate'.

2.8 Children need appropriate behaviour to be modelled, taught and retaught.

Children will be explicitly taught and retaught the behaviours that are expected at St Thomas More. Children learn most of all from the experiences they are exposed to. When adults and other children demonstrate appropriate behaviour, children are more likely to show good behaviour towards others.

All users of the school site will be expected to model appropriate and respectful behaviour towards others.

2.9 Shouting will not routinely be used as a strategy.

Shouting is not generally effective as a behaviour management strategy; instead firm, controlled, calm speaking will be used. However, there may be times when shouting is necessary, for example in quickly gaining the attention of a child to prevent an accident.

2.10 Involving and communicating with parents/carers is vital.

In order to ensure an effective and good working relationship between home and school, parents/carers should be informed of especially pleasing behaviour and any significant concerns over behaviour. Parental support in praising good behaviour and working to reduce undesirable behaviour is vital and will be expected.

2.11 Pupils must be supported to understand the consequences or impact of their actions.

In order to understand why certain behaviour is good or undesirable, pupils will be supported to understand how their actions affect themselves and others. They will be asked to think about who has been affected by their actions, what the effect is and how this will make the affected person/people feel.

2.12 Pupils must be given the opportunity to 'fix' their mistakes.

Once pupils have identified the consequences or impact of any undesirable behaviour, they will, as far as possible, be given the opportunity to 'fix' their mistake. Pupils will be given support to identify ways in which they can do so, for example, saying sorry or helping someone to clean up a mess, and then given the opportunity to carry out their ideas. Pupils may also be given the opportunity to do something that supports the St Thomas More community in general as a way of 'putting back in' to their school community.

2.14 The Behaviour Management Policy sits alongside and works together with all other school policies.

Other policies that work alongside the Behaviour Management Policy include the Child Protection and Safeguarding Policy, Anti-Bullying, Special Educational Needs and Disabilities, Homework and Teaching and Learning Policies. Following the Child Protection and Safeguarding Policy will always remain the highest priority before implementing the Behaviour Management Policy.

3. Roles and Responsibilities

3.1 Pupils

- Know the rules and abide by them.
- Take responsibility for their actions.

- Ask for help in behaving well when they need it.
- Support their friends in making good choices.
- Accept the consequences of their behaviour and endeavour to learn from their experiences.

3.2 Parents/Carers

- Fully support the school in upholding the Behaviour Management Policy.
- Offer encouragement and praise to their child in adhering to the school's Behaviour Management Policy.
- Co-operate with teachers in dealing with unacceptable behaviour and recognising good behaviour.
- Inform their child's class teacher of any circumstances that may affect their child's behaviour.
- As with all areas of school life, parents/carers should contact their child's class teacher in the first instance, should they have concerns or queries regarding their child's behaviour or the behaviour of others towards their child.
- Attend any meetings regarding their child's learning or behaviour.

3.3 Teachers & Learning Assistants

- Present themselves as good role models, treating each others with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.
- Be calm and consistent in interacting with children, using the strategies and tools laid out in the STM Behaviour Management Handbook, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and recognising examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Investigate fully any incidents that are brought to their attention and endeavour to have resolved the incident before the end of the school day, as far as is practicable.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Have and make explicit high expectations of children and support children in meeting these expectations through teaching and reteaching them.
- Seek to identify any underlying reasons for inappropriate behaviour and support children in overcoming these.
- Provide an engaging curriculum that meets the educational, social, behavioural and emotional needs of all pupils.
- Ensure parents/carers receive appropriate information regarding their child's behaviour in a timely manner.
- Liaise with other members of staff, including staff from supporting agencies.
- Seek the support of and work with members of the Senior Leadership Team or the Learning Mentor where there are ongoing concerns or severe issues.
- Support and implement the school Behaviour Management Policy consistently.

3.4 Lunchtime Supervisors

- Present themselves as good role models, treating each others with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.

- Be calm and consistent in interacting with children, using the strategies and tools laid out in the STM Behaviour Management Handbook, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and recognising examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Investigate fully any incidents that are brought to their attention and endeavour to have resolved the incident before the end of the lunchtime, as far as is practicable.
- Communicate efficiently and promptly with class teachers, without interrupting greeting or teaching time unnecessarily, to ensure they are aware of significant incidents that have occurred at lunchtime.
- Support and implement the school Behaviour Management Policy consistently.

3.5 Other adults working within the school environment

- Present themselves as good role models, treating each others with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.
- Be calm and consistent in interacting with children, using the strategies and tools laid out in the STM Behaviour Management Handbook, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and recognising examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Communicate efficiently and promptly with class teachers.
- Support and implement the school Behaviour Management Policy.

3.5 Senior Leadership Team

- Support class teachers and other staff in managing behaviour appropriately according to the Behaviour Management Policy.
- Deal with severe incidents of inappropriate behaviour according to the Behaviour Management Policy

3.6 Headteacher

- Support all members of staff in applying this Behaviour Management Policy.
- Generally be involved in any severe breaches of the Behaviour Management Policy and recognising exceptionally good behaviour.
- Work together with parents/carers in supporting children to meet the high standards of behaviour expected at St Thomas More.
- Inform governors of the effectiveness of the Behaviour Management Policy.

In the absence of the Headteacher, the Deputy Headteacher will act in her place.

3.7 Governors

- Support the Head Teacher in ensuring that all members of the school community listen to and consider pupils' views and accounts.
- Support the Head Teacher in implementing the school Behaviour Management Policy.

- Support the Head Teacher in monitoring that the Behaviour Management Policy is implemented and upheld in managing incidents of inappropriate behaviour.
- Serve on a Disciplinary committee as necessary or meet with parents/carers regarding incidents deemed as Level 5 or Level 6

4. School Rules

4.1 There are three school rules that encompass the behavioural expectations of all school situations. At St Thomas More we are:

- Ready
- Respectful
- Safe

The rules are couched within our Catholic ethos.

- We are **ready** to *Learn and Grow as God's Holy People*.
- **Respectful** – Love one another as I have loved you
- **Safe** – we are all made in the image and likeness of God; we keep ourselves and others safe.

These three rules will be displayed in all classrooms and teaching rooms and in other communal areas, such as the hall, the Community Room and the playground.

4.2 Visible signs of the behaviour culture at St Thomas More

The following expectations are behaviours that children are taught and expected to show as a matter of course at St Thomas more. Staff will consistently remind children of the expectation to show them. They are visible signs the culture of behaviour that exists at St Thomas More, but also, behaviours that children will be expected to adhere to in the wider world, including the world of work.

1. **Children will be greeted** as they enter the school site every morning, and as they enter their classroom at the beginning of the day and after lunch. Other adults will not interrupt when children are being greeted.
2. **Children will walk smartly when inside.** This means they may walk in groups, talking quietly when in groups of 4 or less, or walking in single file without talking when in larger groups.
3. **Children will greet others by name** the first time they see them that day. This can be said or signed. Children who find eye contact challenging, may say 'hello,' and use the person's name without making eye contact.
4. **Children will stand aside to let others pass, holding open doors if needed.**

5. Specific Rules within a given context

Whilst rules are kept to a minimum, there are some instances in which additional rules are necessary, for example to promote healthy practises and the safety of school users.

5.1 School Uniform

All pupils and parents are expected to abide by the School Uniform Policy. This includes pupils wearing long hair tied back and, if earrings must be worn, only one plain stud in each ear. 'Smart watches' may not be worn to school. More detailed information can be found in the [Uniform Policy](#).

5.2 Mobile Phones and Devices

Mobile phones may be brought into school by Year 6 children who walk to and from school without adult supervision. They must be handed in, switched off, to the school office and collected at the end of the day. Pupils are not permitted to use their mobile phone on-site during the school day. If a child is found to be using a mobile phone or other device in their possession during the school day, or if a child's mobile phone is disturbing lessons or used inappropriately, the phone may be confiscated. A parent or carer will be asked to collect the phone or device from a senior member of staff. The school cannot accept liability for any loss or damage to mobile phones or devices brought on to the school site.

5.3 Other possessions

Any possessions brought in by children that are deemed by a member of staff to be disruptive, unsafe or inappropriate will be confiscated. A parent or carer will be asked to collect the item from the class teacher. The school cannot accept liability for any loss or damage to personal possessions brought on to the school site.

5.4 Searching pupils' belongings

Inline with Searching, Screening and Confiscation, DfE staff may search pupils' belongings under the following conditions:

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

6. Processes & Procedures Routines

Routines allow children to have a clear understanding of what is expected of them and ensure that day-to-day activities and transitions work smoothly. Classroom routines will be established by the class teacher, but will be expected to be clear and consistently followed. Where there is more than one adult working in a classroom, all adults will follow the same

established routines to allow consistency for children in the class. Routines will be explicitly taught to children through breaking down and modelling each step of the routine and relentless expectation that they are followed.

6.1 At the end of play or lunchtime:

1. The member of staff on duty blows the whistle to indicate the end of play. Children stand still.
2. The member of staff blows the whistle again promptly. The second blow will be prompt and does not depend on children being stood motionless. Children will walk into a straight line.
3. The member of staff will raise their hand in the stop signal. Children will fall silent.
4. Children walk in in silence in a straight line.

6.2 Stop signal

1. Member of staff stands in visible place and holds up hand in the stop signal.
2. Children stop talking and raise their hand, mirroring the stop signal.
3. The member of staff waits for all children to respond. Children may alert those next to them of the need to stop.
4. When all children are silent and have their hand raised, the member of staff will smile, lower their hand and say 'thank you'.

6.3 Moving from the carpet to desks/desks to carpet

1. The member of staff holds up 1 finger. Children stand in silence.
2. The member of staff holds up 2 fingers. Children walk to their seat in silence.
3. The member of staff holds up 3 fingers. Children sit down in silence.

6.4 Class teachers will establish routines for transition moments such as

- Entering the classroom
- Putting away coats and bags
- Getting necessary equipment ready
- Tidying away
- Getting ready to leave the classroom

7. Supporting Children to Develop Independent Appropriate Behaviour

Whilst many children will naturally rise to the expected standard of behaviour with clear expectations, encouragement, recognition and sanctions, some children will find displaying consistent appropriate behaviour more challenging. This may be because of personal circumstances, interruptions in a child's emotional or personal development, special educational needs, or simply not yet having learned the skills to conform to certain expectations. Class teachers and other members of staff will endeavour to support all children to develop independent strategies and skills to use in managing their own behaviour. In addition, St Thomas More offers a range of support for individuals and groups of children.

7.1 Learning Mentor

The Learning Mentor will support pupils in analysing their behaviour and developing the skills and strategies they can use independently to behave appropriately. Examples of this could include

understanding how a disagreement developed into name-calling and how the child could have behaved differently in a more positive way or working in groups to develop friendship skills.

7.2 Emotion Coaching

Staff are trained in Emotion Coaching principles. Staff will endeavour to respond to all behaviours by acknowledging the feeling a child is showing, working with the child to recognise that their feeling is valid and then supporting the child to demonstrate appropriate behaviour as a response to the feeling. This process may occur very quickly or over a period of time.

7.3 Outside Agencies

Some children may find behaving appropriately challenging because of a special need. If this is suspected or known to be the case and once other strategies and support within school have been trialled and evaluated, the SENDCo (Special Educational Needs and Disabilities Coordinator), with parental consent, may refer the child to an outside agency such as SEMHL (Social, Emotional, Mental Health and Learning team) or the Complex Communication Team for advice or support.

8. Recognition and Rewards

Children respond well to praise, and are more likely to develop consistent good behaviour when their efforts are recognised and appreciated. We make the distinction between expected good behaviour, for example saying 'thank you' when you have received something and going 'above and beyond' with behaviour choices, for example asking another child if they need help with something they are finding difficult. Expected behaviour will be recognised with a 'thank you for ...' with the behaviour being named. 'Above and beyond' behaviour will be recognised using different approaches to reflect the effort, consistency and context of the behaviour. It is important to ensure that children who consistently demonstrate good behaviour are recognised as well as rewarding children who have shown a marked improvement.

8.1 Recognition Boards

Staff will recognise behaviours that go 'over and above' expected behaviours, enthusiastically and positively. Recognition boards allow staff to persistently and relentlessly catch children demonstrating the right behaviours.

- Recognition Boards will be displayed in every classroom.
- They will target desired learning behaviours that are 'over and above' the current norm. Target behaviours will be introduced with explicit teaching of what they mean and what they look like. The target behaviours in each key stage build on the target behaviours from the previous key stage to create clear progression of behaviours.
- Names go on the board to recognise pupils demonstrating the target behaviour. Names are never removed from the board (positive and negative behaviours are separate incidents).
- Learners can nominate others to go on the board.
- The emphasis is on a class getting all names on the board – it's a group effort; not a competition.
- Pupils are recognised for effort, not achievement.
- The recognition board will be refreshed as appropriate to the needs of the class.
- Large rewards are unnecessary – a small reward for the class is sufficient. Standard rewards are: EYFS – class treat; KS1 – Golden Time; KS2 – 5 extra minutes of break.
- Each recognition earns a house point. Children's names are displayed in their house colour.

Early Years	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Kind words • Kind hands • Taking turns • Saying please and thank you • Trying my best • Having a go on my own • Smiling at each other • Playing with a new friend • Asking questions • Being organised • Being helpful • Good ideas or good thinking • Staying positive when I make a mistake 	<ul style="list-style-type: none"> • Independence • Taking responsibility • Being proactive • Resilience • Noticing the best (in people or situations) • Positive friendships • Problem solving • Being brave • Asking good questions 	<ul style="list-style-type: none"> • Living our mission • Resilience • Resourcefulness • Trying your best • Celebrating others • Improvement • Asking good questions • Being proactive • Being a role model • Helpfulness • Independence • Teamwork • Learning from mistakes • Challenging yourself • Positivity • Organisation • Originality
<p>Behaviours will be introduced explicitly and over the course of a number of weeks. Staff will exercise professional judgment as to how many behaviours to display.</p>	<p>New vocabulary/behaviours will be introduced with reference to similar behaviours from the previous key stage. Behaviours will be introduced with explicit teaching and over time (determined by staff professional judgment) to allow them to be understood and embedded.</p>	

8.2 The House System

All children, on admission to St Thomas More, are allocated a house to belong to. The houses are: Walsingham, Lourdes, Rome and Fatima. When a child has demonstrated 'above and beyond' behaviour or effort, they may be given a House Point. The house with the most points is awarded the House Points Cup in Wow Assembly.

At the end of the term, the house points earned throughout the term are added up and the winning house receives a treat which has been suggested by School Council at the beginning of the term.

8.3 Powerful, public praise

Praise will focus on effort and will be given to those who show 'over and above' behaviour. Staff will be mindful that not all children feel comfortable with exuberant praise and so will modify the way they praise publicly according to their knowledge of the child, for example, they may speak to the child's parent to praise them rather than share the celebration with the rest of the class. Ways of praising may include:

- Non-verbal signals, such as a thumbs-up
- Verbal praise within the classroom/setting
- Stickers
- Triangulating praise – telling another adult who then shares they have been told
- Sharing praise in the wider community – publishing on Twitter or in the newsletter.

- Displaying good effort in work or behaviour within school
- Sharing praise with parents or carers – this can be verbal or via a ‘praise pad’
- Lunchtime certificates
- Wow certificates
- Visit to a member of SLT to share praise
- End of term award certificate

9. Responding to negative behaviour

All members of staff will respond to negative behaviour in a calm, consistent way.

- If a child’s behaviour escalates, the member of staff will respond to the original behaviour before dealing with secondary behaviours.
- Staff will respond to behaviour and escalation with an emotionless, scripted response.
- Consequences will be proportionate and prompt. They will be delivered and implemented on the same day, as far as possible, so that every new day is a clean sheet.
- Children will be reminded that staff have confidence in them to make the right choices.

Staff members will retain management of low to mid-level negative behaviours but may request support from a colleague or member of SLT. Where a member of staff feels this is necessary:

- If a child is sent to a colleague, the colleague will not discuss their behaviour with them, but will supervise until the original member of staff can speak with the child.
- If support is needed from SLT, they will stand alongside while the member of staff deals with the child/behaviour.

High-level behaviours will be addressed by a Leader of Learning or other member of SLT.

9.1 Children with additional needs

The aim of behaviour management is to teach children to behave appropriately. Children with additional needs, such as those with Special Educational Needs (SEND), may require appropriate behaviour to be taught in smaller steps or with greater repetition. Children with additional needs may find it helpful for rules, routines and learning habits to be clearly mapped out and reasonable adjustments, such as visual cues, pre-warning children of upcoming changes and rehearsing responses prior to a situation.

9.2 Structured Sanctions – Low to mid-level behaviours

All staff will follow the structure below to support children to show the right behaviour when dealing with low to mid-level negative behaviour. If behaviour is dangerous, likely to damage property or high-level, staff will immediately seek support from a Leader of Learning or other member of SLT.

Guiding Principles	Script to use
Reminder	
<ul style="list-style-type: none"> • Remind the child of the rules (Ready; Respectful, Safe) • Deliver the reminder privately if possible • Repeat if reasonable adjustments are needed, e.g. for a child with SEND 	

Caution	
<ul style="list-style-type: none"> • Give a clear verbal caution, delivered privately • Make the child aware of the behaviour and the consequences if they continue 	<p>Caution script</p> <p>If you choose to [positive behaviour] you can be certain that I will notice you and give you praise and/or a reward.</p> <p>If you choose to [negative behaviour] you can be certain that you will receive a consequence which will happen.</p>
Last chance	
<ul style="list-style-type: none"> • Speak privately with the child • Give a final opportunity to engage • Offer a positive choice • Give the child 'take-up' time • Address secondary behaviours afterwards 	<p>30-second script</p> <ul style="list-style-type: none"> • I have noticed that you are [name inappropriate behaviour]. • It was the rule about [name the rule] that you broke. • You have chosen to [name the sanction]. • Do you remember last week when you [name previous good behaviour]? • That's what I need to see today. • Thank you for listening.
Time out	
<ul style="list-style-type: none"> • The child has a short time outside the classroom (or on a thinking spot if not in the classroom) • Allow the child time to think, reflect and compose themselves 	
Repair	
<ul style="list-style-type: none"> • Have a brief chat with the child a short time afterwards, e.g at break • Re-establish the relationship • Calmly and without emotion, remind of expected behaviours and how to make the right choices next time. • Address any secondary behaviours. 	

9.3 Principles for dealing with inappropriate behaviour

- Time out is used to allow the child time to reflect on their behaviour and to reframe, so that their behaviour can return to what is expected. Time out will be limited to a short time (usually no more than 5 minutes).
- Staff will not 'go over' inappropriate behaviour until the child has calmed. Recovery time after a 'period of crisis' is, on average, 40 minutes and increases with repeated incidents.
- Children will always be viewed as separate from their behaviour.
- Behaviour incidents will be used to teach the child appropriate responses.

9.4 Secondary Behaviours

Children sometimes respond to being reminded about behaviour in a defensive or inappropriate way, such as arguing with the adult. Staff will focus on the original behaviour at first, only dealing with the secondary behaviours once the situation is calm.

When a child is exhibiting secondary behaviours, the member of staff will:

1. Remain calm; refuse to engage in arguments
2. If appropriate, use choice, but be mindful of the potential to enflame the situation
3. Will not bring up past misdemeanours.
4. Will not follow a child if they walk away, unless they pose a risk to themselves or others.
5. Ask questions; not make accusations.
6. Focus on what will happen next (investigations, if needed, can take place afterwards).
7. Move the child to a safe place away from an audience.
8. Keep the conversation short.

9.5 Restorative practice

Restorative practice has been shown in a number of different environments to be more effective than punishment in reducing repetition of unwanted behaviour. Restorative practice teaches children to develop empathy and social responsibility, and is aligned with trauma-informed practice, so promoting the wellbeing and development of self-esteem for both the 'culprit' and the 'victim'.

Restorative practice will be used to encourage children to consider the consequences of their actions, including the impact their behaviour has had on others and what they can do to put things right. It will also be used to encourage children to rehearse an acceptable response when faced with a similar situation in future.

The member of staff will only begin a restorative conversation with a pupil when the pupil is calm and after the situation. This may be the following day or even a few days after an incident. The member of staff will use their professional judgment to decide which restorative questions will be most effective in supporting the child to change their behaviour.

9.6 St Thomas More Community Payback

St Thomas More Community Payback can be used as an alternative to missing play or lunchtime or to time out of the classroom. This allows a child to find a different way of behaving that supports others in the school community and gives them the opportunity to make amends for poor behaviour and reframe their self-view in a more positive way.

St Thomas More Community Payback is not a nice opportunity for a child to 'stay in and do jobs' but a tool to encourage a sense of social responsibility and improve self-esteem, which in turn will reduce the likelihood of repeated inappropriate behaviour. Community Payback will be paired with a reintegration meeting with the child to re-establish expectations. Community Payback does not replace and is different to class jobs, where children enjoy doing jobs in the classroom or for their teacher.

Tarif of responses

The behaviours listed below are not exhaustive and members of staff will use their professional judgment to establish which level the behaviour best fits. In making this decision, they will consider the context of the situation.

Level 1 – Class teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> • Low level disruptive behaviour • Not trying their best • Not following instructions on the playground • Homework not completed/not completed to the expected standard • Work not completed to the expected standard within the child's ability • Unkindness towards others • Deliberately rude or defiant behaviour • Moderate breaches of expected behaviour • Accidental or low-level loss of or damage to property, e.g. library books, through carelessness 	<ul style="list-style-type: none"> • Structured sanctions will be followed • Child may be asked to redo or improve their work • Natural consequences • Parents/carers informed verbally. • Incident will be recorded on CPOMs (monitoring system)
Level 2 – Class teacher, Leader of Learning, learning mentor	
<ul style="list-style-type: none"> • Continuous Level 1 or Level 2 behaviour • Substantial breaches of expected behaviour • Repeated or deliberate loss or damage to property, e.g. library books, reading books, etc 	<ul style="list-style-type: none"> • Additional work to complete at home to make up for lost learning time; • Child will be sent to the Leader of Learning for their phase • Class Teacher may request input from a Learning Mentor to support with ongoing or possible underlying issues • Class teacher will request a formal meeting with parents/carers • Child will go on report, with behaviour being monitored daily and parents/carers informed • STM Community Payback • Incidents will be recorded on CPOMs (monitoring system) • Payment to replace damaged/lost property
Level 3 – Leader of Learning, Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Racist, homophobic language or abuse • Swearing • Verbal bullying • Threatening behaviour • Serious breaches of expected behaviour • Continued or repeated Level 1, level 2 or Level 3 behaviour 	<ul style="list-style-type: none"> • Parents/carers will receive a letter (racist, homophobic, sexist remarks or abuse; swearing) • Head Teacher will report to Governors (racist or homophobic remarks) • Incident will be recorded on CPOMs (monitoring system)

	<ul style="list-style-type: none"> • Child will be sent to the Leader of Learning, Head Teacher or Deputy Head Teacher • Restorative conversation • Leader of Learning, Deputy Head or Head Teacher will inform parents/carers of increased severity of child's behaviour • Head Teacher may request a meeting with parents/carers
Level 5 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Physical bullying • Violent/aggressive behaviour towards other children • Violent/aggressive behaviour towards staff • Damage to property 	<ul style="list-style-type: none"> • Head Teacher will request a meeting with parents/carers • Incident will be recorded on CPOMs (monitoring system) • Head Teacher will report to Governors • Internal exclusion • Suspension
Level 6 – Head Teacher	
<ul style="list-style-type: none"> • Serious breaches of the Behaviour Policy • Violent/aggressive behaviour of a serious nature • Extensive damage to property • Repeated serious violation of the Behaviour Management Policy 	<ul style="list-style-type: none"> • Permanent Exclusion • Head Teacher will request a meeting with parents/carers • Incident will be recorded on CPOMs (monitoring system) • Head Teacher will report to Governors

9.2 Allegations Against a Child

As a school, we recognise that children's behaviour towards peers can manifest as child-on-child abuse. This includes all forms of bullying. Where a child's behaviour is deemed as child-on-child abuse, the school will follow the procedures set out in the Child Protection and Safeguarding Policy and, where appropriate, the Anti-Bullying Policy. St Thomas More Catholic Primary school will always prioritise safeguarding.

9.3 Exclusions

The school strives to support all children and parents/carers to prevent the need for exclusions. Unfortunately, there may be times when all other strategies have been exhausted or the severity of behaviour necessitates an exclusion. For more information, please see the [Exclusion and Suspension Policy](#).

9.4 Suspensions

Parents/carers will receive a letter informing them of the reason for the suspension, the duration of the suspension and the terms of the suspension. At the end of the suspension period and before returning to school, the child and parents/carers will be invited to a reintegration meeting to establish whether a pupil is able to return to school and expectations for the pupil's behaviour on their return.

Pupils receiving a suspension will receive work to complete during the exclusion. It is expected that the pupil will return to school at the end of the suspension with the work completed to an acceptable standard.

9.5 Permanent Exclusion

In the event that a permanent exclusion is deemed necessary, parents/carers will be informed of the right to appeal.

10. Team Teach

Members of staff are trained in the Team Teach positive behaviour management approach. Team Teach works on the principle that undesirable behaviour should be prevented, minimised and de-escalated. However, Team Teach recognises there may be times when, for the safety of the child or other people around the child, controlled physical restraint may be necessary.

Team Teach holds will only be used when there is no other appropriate alternative and when:

- The child is in danger (this includes presenting a danger to him/herself through his/her actions).
- The child is posing a risk to the safety of others.
- The child is posing a significant risk to property.

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.

Team Teach will only be used by fully trained members of staff and all incidences of its use will be recorded on the CPOMs recording system.



Appendix

Overview of Behaviour Policy

School Rules

- Ready
- Respectful
- Safe

Visible Signs of our Behaviour Culture

1. Children will be greeted as they enter the school site every morning, and as they enter their classroom at the beginning of the day and after lunch.
2. Children will walk smartly when inside.
3. Children will greet others by name the first time they see them that day.
4. Children will stand aside to let others pass, holding open doors if needed.

Recognition

For expected behaviour:

Thank you for [name
the behaviour].

For 'over and above' behaviour:

- Recognition Board
- House points
- Non-verbal signals, such as a thumbs-up
- Verbal praise within the classroom/setting
- Stickers
- Triangulating praise – telling another adult who can then share with the pupil that they have been told about how much effort the pupil has given
- Sharing praise in the wider community – publishing good effort on Twitter or in the newsletter.
- Displaying good effort in work or behaviour within school
- Sharing praise with parents or carers – this can be verbal or via a 'praise pad'
- Lunchtime certificates
- Wow certificates
- Visit to a member of SLT to share praise
- End of term award certificate

Sanctions

Level 1 – Class teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> • Low level disruptive behaviour • Not trying their best • Not following instructions on the playground • Homework not completed/not completed to the expected standard • Work not completed to the expected standard within the child's ability • Unkindness towards others • Deliberately rude or defiant behaviour • Moderate breaches of expected behaviour • Accidental or low-level loss of or damage to property, e.g. library books, through carelessness 	<p>Structured sanctions will be followed; child may be asked to redo or improve their work; natural consequences; parents/carers informed verbally; incident will be recorded on CPOMs (monitoring system)</p>
Level 2 – Class teacher, Leader of Learning, learning mentor	
<ul style="list-style-type: none"> • Continuous Level 1 or Level 2 behaviour • Substantial breaches of expected behaviour • Repeated or deliberate loss or damage to property, e.g. library books, reading books, etc 	<p>Additional work to complete at home to make up for lost learning time; child will be sent to the Leader of Learning for their phase; class teacher may request input from a Learning Mentor to support with ongoing or possible underlying issues; class teacher will request a formal meeting with parents/carers; child will go on report, with behaviour being monitored daily and parents/carers informed; STM Community Payback; incidents will be recorded on CPOMs (monitoring system); payment to replace damaged/lost property</p>
Level 3 – Leader of Learning, Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Racist, homophobic language or abuse • Swearing • Verbal bullying • Threatening behaviour • Serious breaches of expected behaviour • Continued or repeated Level 1, level 2 or Level 3 behaviour 	<ul style="list-style-type: none"> • Parents/carers will receive a letter (racist, homophobic, sexist remarks or abuse; swearing); Head Teacher will report to Governors (racist or homophobic remarks); incident will be recorded on CPOMs (monitoring system); child will be sent to the Leader of Learning, Head Teacher or Deputy Head Teacher; restorative conversation; Leader of Learning, Deputy Head or Head Teacher will inform parents/carers of increased severity of child's behaviour; Head Teacher may request a meeting with parents/carers
Level 5 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Physical bullying • Violent/aggressive behaviour towards other children • Violent/aggressive behaviour towards staff • Damage to property 	<ul style="list-style-type: none"> • Head Teacher will request a meeting with parents/carers; incident will be recorded on CPOMs (monitoring system); Head Teacher will report to Governors; internal exclusion; suspension
Level 6 – Head Teacher	
<ul style="list-style-type: none"> • Serious breaches of the Behaviour Policy • Violent/aggressive behaviour of a serious nature • Extensive damage to property • Repeated serious violation of the Behaviour Management Policy 	<ul style="list-style-type: none"> • Permanent Exclusion; Head Teacher will request a meeting with parents/carers; incident will be recorded on CPOMs (monitoring system); Head Teacher will report to Governors