

**ST. THOMAS OF CANTERBURY CATHOLIC PRIMARY
SCHOOL
A PART OF
ST FRANCIS OF ASSISI CATHOLIC ACADEMY TRUST**

Behaviour Policy

'Learn, love and respect through Jesus.'

This policy should be read in conjunction with other policies particularly the Child Protection Policy and the Physical Restraint Policy.

1 Aims and expectations

St Thomas' teaches and expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way whilst allowing for the differing needs of individual children. This policy is designed to promote positive pro-social behaviour, rather than merely deter anti-social behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Our behaviour policy is the plan for the majority of children. In addition, some children may require Individual Risk Reduction Plans to formalise strategies that differentiate from this policy.

St Thomas' does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

St Thomas' aims to be an inclusive school and we have adopted a positive and inclusive approach to behaviour management. However, certain anti-social behaviours or the repetition of anti-social behaviours may result in the need for suspensions (which may lead to permanent exclusion) for the safety of the child, others in the school community or to enable the effective education of the remainder of the class. This would usually only occur once a range of pro-social behaviour strategies have been used and advice from outside professional

agencies has been sought and applied. It may be the case that a serious one-off incident results in a permanent exclusion.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Hertfordshire County guidelines for the use of restraint. All staff have attended Hertfordshire STEPS (STEP ON) training within school led by members of staff trained as STEPS tutors. The training includes strategies for physical intervention with children where a crisis de-escalation is required. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. Restraint is a last resort where staff would be exercising a legal duty of care. The actions that we take are in line with government guidelines on the restraint of children. (see Physical Restraint Policy). If physical restraint were to be an anticipated strategy to be used within a behaviour management plan, then staff directly working with the child concerned would be trained at a STEP-UP level.

1.1 At St Thomas' we provide an inclusive setting that promotes equality of opportunity. It is the primary aim of St. Thomas of Canterbury Catholic School that:

- Every member of the school community feels valued and respected
- Each person is treated fairly and well
- The school behaviour policy is designed to support the way in which all members of the school can live and work together
- Values are built on mutual trust and respect for all and it aims to promote an environment where everyone feels happy, safe and secure
- The school promotes good relationships where people can work together with the common purpose of helping everyone to learn
- Children are helped to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- The school values good behaviour and pro-actively praises pro-social behaviours as it believes that this will develop an ethos of kindness and co-operation.

1.2 Golden Rules: are displayed in each class and around the school, including out in the Playground. These show the pro-social behaviours we encourage children to display. In this way, every child knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the individuals concerned or the whole class during 'circle time', PSHE, Class Assemblies and Collective Worship

2 Pro-Social consequences

Pro-social behaviour is acknowledged and praised in a variety of ways:

- Teachers congratulate children and have their own class rewards e.g. stickers
- Teachers and support staff praise, encourage and support verbally or by positive comments in exercise books, home school diary
- Teachers award house points
- Achievement Awards Assembly each term where children are nominated by staff for consistently pro-social behaviour and educational progress, or to acknowledge outstanding effort or contribution towards our special Mission Award e.g. kindness to others. We also have individual achievements/acknowledgements which are celebrated regularly during Celebration Mornings when parents are invited along to visit their child's class

Anti-Social consequences

- The school employs a number of protective and education consequences for anti-social behaviours to ensure a safe and positive learning environment is maintained. We employ each consequence appropriately to each individual situation.
- The safety of the children is paramount in all situations.
- If a child's behaviour endangers the safety of others, the class teacher may remove the child from taking part for the rest of that session
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident on the Child Protection Online Management System (CPOMS) and the child receives a consequence and is then debriefed through a conversation followed by strategies put in place to prevent the incident occurring again
- If a child's anti-social behaviour is ongoing, then the school may contact the child's parents to discuss the situation with an emphasis on finding the root cause of the behaviour. A Risk Reduction Plan may be put in place with a view to understanding the child's behaviour, supporting the child's needs and supporting the child in demonstrating pro-social behaviour
- Procedures are in place for supporting children after any significant crisis incident, as it is essential to safeguard their emotional well-being and help them reflect and progress.

Examples of responses to Pro-Social and Anti-Social behaviours are outlined in Appendix A

We expect children:

- To listen carefully to instructions in lessons. This may be supported by the use of specialist equipment or a more appropriate seating position.

- To try their best in all activities. If they do not do so, children may be offered an alternative time and location to complete the task if expected progress is not being made.
- Not to disrupt the learning of others. If a child is having a crisis that is affecting other children around them then they may be invited to leave the room while they calm down. This may involve the redeployment of support staff or the SLT to supervise the child whilst in recovery.
- Anti-social behaviour may be addressed through an educational or protective consequence closely linked to the behaviour itself.

3 The role of the class teacher and support staff

It is the responsibility of the class teacher to ensure that behaviour is managed effectively in their class.

All staff in our school have high behaviour expectations of the children in their care. All staff understand how to promote pro-social behaviour and manage anti-social, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating about the child. All staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

Whilst dealing with a behaviour crisis there are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a child
- To direct or steer a child
- For activity reasons (drama, PE, gymnastics)

All staff have the responsibility to:

- treat each child fairly
- enforce the classroom behaviour code consistently
- model and teach pro-social behaviours
- treat all children in class and around the school with respect and understanding
- discuss the needs of a child with the SENCO/SLT and liaise with external agencies, as necessary
- report to parents about the behaviour progress of each child in their class and contact a parent if there are concerns about the behaviour or welfare of a child

4 The role of the Headteacher

It is the responsibility of the Headteacher to:

- implement the school behaviour policy consistently throughout the school
- report to governors on the effectiveness of the policy
- ensure the health, safety and welfare of all children in the school
- support the staff in implementing the policy, by setting the appropriate standards

The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMS. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions will result in notification to the chair of school governors.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parent Consultations and an annual report to parents are formal opportunities for parents to be informed about their child's behaviour and attitude to school.

We make the Behaviour Policy available on the school website and we encourage parents to read these and support them.

We encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We make every effort to use reasonable consequences according to a child's age and needs in order to teach the child the appropriate pro-social behaviour. If the school has to use reasonable consequences to teach or protect the child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors provide support to the Headteacher in carrying out these guidelines taking into account the best interests of the pupil in balance with the impact of the anti-social behaviour.

The Headteacher has the day-to-day authority to implement the school behaviour policy, however governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this advice into account when making decisions about matters of behaviour.

7 Fixed-term suspensions and permanent exclusions

Appendix A sets out our planned response to anti-social behaviours. The school will always seek to address such behaviours using this approach according to STEPS philosophy. However, certain anti-social behaviours or repeated anti-social behaviours may require a fixed-term suspension or permanent exclusion from school for the safety of the child or wider school community, including the rights to effective education of other pupils.

The following are examples of extreme anti-social behaviours that, depending on the individual circumstances, may result in the need for permanent exclusion:

- A serious violent act towards another pupil or pupils
- A serious violent act towards a member of staff or another adult
- The use of an object as a weapon to hurt or intimidate a pupil or adult
- Forceful and/or repeated self-harming
- Repeated or serious ongoing disruption to the learning of others

This is not an exhaustive list of behaviour which may require a permanent exclusion and is not intended to restrict the actions deemed necessary by the Headteacher to manage a specific set of circumstances. Each incident and set of circumstances will be considered individually, taking into account all the material factors.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends a pupil, she informs the parents immediately (and in writing) giving reasons for the suspension.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend exclude a pupil or extend the suspension period made by the Headteacher.

In the event of any exclusion a Governors Disciplinary Committee meeting will be held (in accordance with DFE guidance) to review and uphold or overturn the Headteacher's decision. Parents/carers may make representations to this committee. If parents wish to appeal the decision of the Governors Disciplinary Committee then an Independent Review Panel will be established by the LA.

The Governors Disciplinary Committee consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.

If the Governors Disciplinary Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMS. The Headteacher records those incidents where a child is sent to him/her on account of unacceptable behaviour.

We also keep a record of any incidents that occur at break or lunchtimes. Staff covering break, will log incidents on CPOMS and it may be recorded in the child's Home-School Diary for the attention to the parents. Lunchtime supervisors do the same. They report the incident to the class teacher who records the incident in the child's Home-School Diary and log the incident on CPOMS. All incidents reported on CPOMS are reviewed by the SLT every day.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy every two years. The governors may, however, review the policy at any time, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was reviewed and adopted by the Local Governing Body at their meeting 8th October 2024

Appendix A:

Positive feelings and positive experiences lead to positive behaviour choices (Pro-Social Behaviour)

Planned Response to Pro-Social Behaviour

Praise (be mindful of individual needs)



Class reward system e.g. stickers, house points. (these must be communicated to all adults working in the class)



Speak to a parent to share positive news.



Shared with a member of SLT.

Negative feelings and negative experiences lead to negative behaviour choices (Anti-Social Behaviour)

Planned Response to Anti-Social Behaviour

Low Level Behaviour

(dealt with by the adult that witnesses the behaviour)

Use of positive statement such as "thank you for putting your hand up to answer."



Reminder of school rules, and private discussion with the child of which one is being broken.



Change of position within the learning environment/on the playground as a protective consequence only.



Use of reflect, repair and restore with the child to put things right.



Warning of further consequences on the pathway.

Repeated Misdemeanours
(dealt with by the class teacher until point 2, though SLT must be informed of the chart being started).

Speak to a parent in private.



Complete behaviour log and store securely in CPOMs



Roots and Fruits, Anxiety Analysis tool to be completed. Modifications to daily practice should take place as required.



An individual Risk Management plan to be produced if necessary in consultation with all parties.



Individual plan is reviewed to discuss progress, including the views of the child



Plan is updated, including involvement of external agencies as required

Consequences

Level	Behaviours	Management strategies/consequences
<p>1. Dealt with by the adult who witnesses the behaviour (if not CT then they must be informed)</p>	<ul style="list-style-type: none"> • Disrupting another child in class • Distraction or interruption • Deliberately not doing/completing work (without valid reason) • Answering back • Not listening to/following instructions • Telling lies • Name calling • Unsafe behaviour • Damaging property (first time and minor) • Playtime incident (first time and minor). 	<ul style="list-style-type: none"> • Use of a positive statement such as "thank you for putting your hand up to answer." • Reminder of school rules, and discussion with the child of which one has been broken • Use of reflect, repair and restore to put things right • Change of position within the learning environment/on the playground use of reflect, repair and restore must take place afterwards • If a child is asked to leave the classroom it must be for a specific time-limited purpose such as cooling off time and must be worded as such. They should be sat in a similar position to other children in the class with no judgement made regarding their presence. They must not be made to feel humiliated or diminished. Use of reflect, repair and restore must take place afterwards with the person who has sent them

		out • Warning of further consequences
2. Dealt with by the class teacher with the support of the SLT	<ul style="list-style-type: none"> • Persistent level 1 behaviour (dealing with a level 1 behaviour daily) • Minor vandalism • Stealing/intent to steal • Unkind behaviour towards other children • Unprovoked violence. 	<ul style="list-style-type: none"> • As level 1 • Speak to a parent in private and arrange further meetings as required • Keep a record of the incident in CPOMs • Anxiety mapping and roots and fruits to be completed. • Review the tools used alongside SLT and if required make a more detailed plan to help the child.
3. Referral to a member of the SLT	<p>Those serious behaviours listed in Paragraph 7 above of the main policy</p> <p>Serious and persistent level 2 behaviours such as:</p> <ul style="list-style-type: none"> • Vandalism of building or property • Stealing/intent to steal (persistent) • Aggressive/violent behaviour, causing deliberate injury • Abuse/threatening behaviour towards other children/staff/parents • Dangerous refusal to obey instructions. 	<ul style="list-style-type: none"> • A member of the SLT informed immediately • Formal chat with headteacher (child). • Time out of class with a member of the SLT • Parents invited into school for a formal discussion with the headteacher • Detailed risk reduction plan agreed following the steps principles. • Regular follow up with the parent (if necessary) and a member of SLT (if necessary) to discuss progress made on their behaviour plan • Exclusion.

De-escalation

Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation. We use the de-escalation principles and script to help a child who is in crisis. In practice this may look like:

Principles	Script
Use the student's name.	Child's name.
Acknowledge their right to their feelings.	I can see something has happened.
Tell them why you are there.	I am here to help
Offer help.	Talk and I will listen.
Offer a "get out" (positive phrasing).	Come with me and...

Using restorative practices to work with children to help them to take responsibility for their behaviour and think through the causes and consequences as well as what can be done to put things right again.

This approach offers high support, nurturing and encouragement as well as providing an opportunity to set clear boundaries and expectations of behaviour.

Appendix B:

Pro Social and Anti-Social Physical Touch

Pro-social Touch

Physical intervention should always be in the child's best interest and should be done with the conscious understanding of appropriate relationships and attachments with key staff and the child's key adults outside of school such as parents and siblings. Regardless of a child's age, circumstances or needs, physical intervention should not provide intimacy.

Experiences of Pro-Social touch may differ as children move through stages of development regardless of age and in relationship with any special educational needs. In practice pro-social touch may look like:

Pro Social Touch	To Whom	Circumstance
Lap sitting (<i>Across lap or front facing</i>) *As children move on from EYFS children are encouraged to sit next to an adult on a chair with a supportive arm.	- EYFS Children - Children with additional needs	- When upset, injured or to support emotional regulation - Emotional regulation
Hand holding	- EYFS Children - KS1 Children - SEN children	- Moving around the environment - Learning Circles, songs and rhymes - Crossing Roads - Emotional Regulation support - Guided movement when in crisis to remove from an environment (open hand hold)
Hugging (Children moved to the side of	- EYFS and KS1 children	- Emotional Regulation

the adults body)	- Children with additional needs	
Sensory Calming Touch e.g tickle and stroke	- EYFS - Children with additional needs	- Emotional Regulation in accordance with parent or professional advice.
Carrying	- Children in danger - EYFS Children needing moving into or out of an environment with non-compliance	- Only used when essential to move the child for safety or disruption to the learning or environment impacting peers
Separating child and parent when in distress (by lap sitting, guided movement using mittens)	- EYFS and KS1 - Children with additional needs	- Parent consent gained first -

Restrictive Physical Intervention

In some circumstances, where behaviour becomes difficult or dangerous and impacts upon the safety of the child, other learners or staff, restrictive physical intervention may be required. All staff undertaking restrictive physical intervention are trained by trained STEPS tutors and this training is refreshed annually.

Restrictive physical intervention is used a 'last resort' after all STEPS approaches to behaviour have been attempted. Restrictive physical intervention may be used in the first instance should there be a concern for the safety of the child and an imminent danger present. The restrictive physical interventions used include:

- Open Mittens - to move children away from an environment or situation
- Closed Mittens - to draw a child in towards an adult
- Offering an arm - supporting, guiding or escorting children around an environment
- Supportive hug or arm - to guide or escort where arms may be at risk of hitting out at the guiding adult

- Open or closed mitten escort - to move children quickly who may be in crisis