



St Thomas of Canterbury Catholic Primary School

Being the best that we can be



BEHAVIOUR POLICY AND PROCEDURES

Policy compiled by: Headteacher
Date of last review: Autumn 2023
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OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.

OUR SCHOOL AIMS

To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.

To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.

To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.

To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

To nurture a strong partnership between home and school.

To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.



OUR GOLDEN RULE

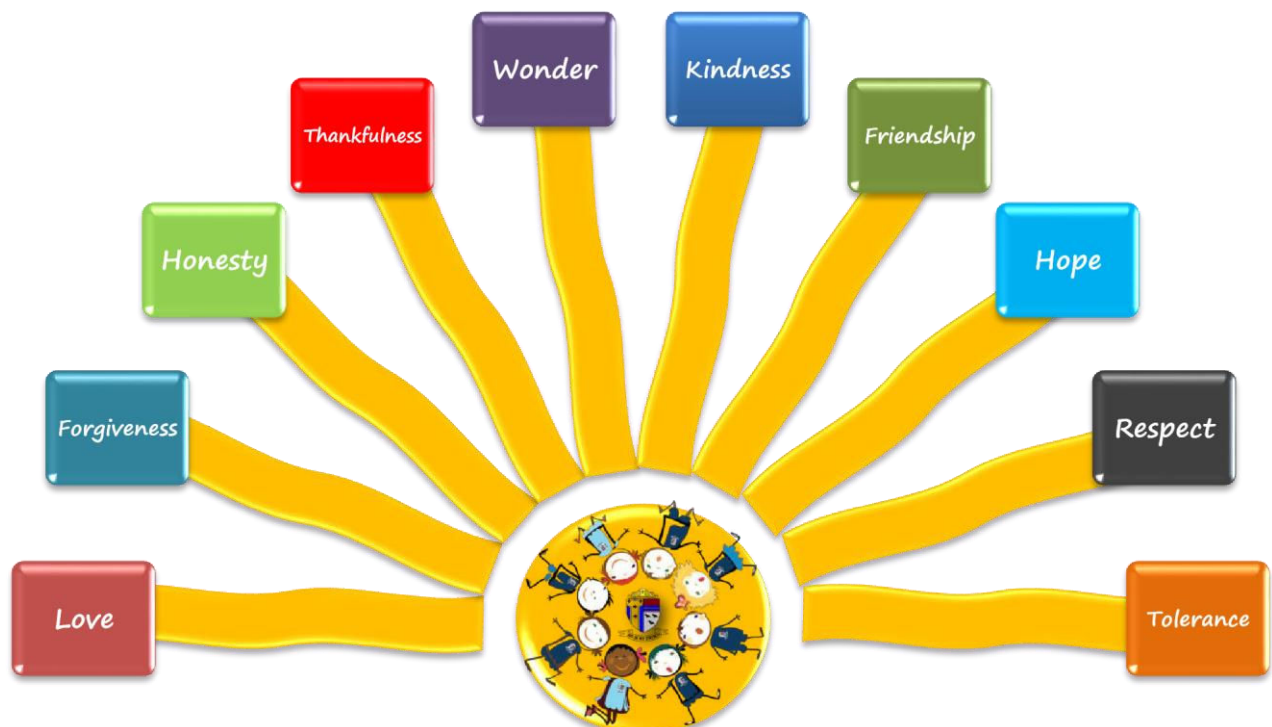
We treat others as we would like to be treated

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

STATEMENT OF PRINCIPLE

High standards of behaviour lie at the heart of our Catholic school family. **Our Mission Statement and Aims guide our Behaviour Policy.**

To help our children understand better what it means to treat others as we would like to be treated and what that looks like we have developed our Golden Threads. All of these require the same **S=P+A+C+E** skills to develop and nurture and to become embedded and so we need to ensure that we teach them through worship and in class:



We treat others as we would like to be treated

All staff need to promote and encourage these behaviours and link them to the **S=P+A+C+E** concepts – to be successful at any of them we need to **P**ersevere, have the right positive **A**ttitude, be **C**onfident and make the **E**ffort!

The **GOLDEN THREADS** encourage the children to have a sense of identity: to work and play safely and to behave in a courteous, responsible and friendly manner. The children are very aware of what they are through positive reinforcement across the school. In each classroom there should be a discussion at the start of the year about class expectations and these should be agreed and then displayed prominently in the classroom.



Our children should understand that:

- At all times, they are expected to behave towards others with CARE e.g. respect for others and belongings. COURTESY e.g. being polite; opening doors for everyone; and CONSIDERATION e.g. not disrupting others in lessons
- They should always look smart - the correct school uniform must be worn at all times.
- They must always strive to be punctual at the start of the day and for every lesson and activity.
- We are a healthy school and so sweets are generally not allowed in school. Fruit and vegetables and other healthy snacks only may be eaten during mid morning break.
- Mobile telephones are not allowed in school. In Years 5 and 6 where a child has permission to come to and leave school unaccompanied they may have a mobile phone (with the knowledge of their class teacher) but this should be kept safely in the School office during the school day.
- Toys should be left at home unless they are relevant to a topic and invited in for 'Space for Me'. They should be kept inside the classroom during the day.

We encourage positive behaviour for learning through the habits of mind of the St Thomas Learner, focussing on making **S=P+A+C+E** for learning:

Success comes from **P**erseverance and a positive can-do **A**ttitude, **C**onfidence and **E**ffort. We have a school wide focus on the teaching and modelling of respect.

Purpose

- To help improve general behaviour for learning across the school by encouraging and rewarding respect
- To ensure a consistent approach by all staff for all children
- To include parents in working towards better behaviour choices
- Ultimately to improve pupil outcomes across the school

Rewards

- House points
 - Adults to give a golden token when seeing respect and the child records this as a House Point
 - Weekly certificate for making **S=P+A+C+E** for Respect
 - Nominated by ALL staff
 - Nominated by peers



What is disrespectful?

The type of behaviours that show a lack of respect and may warrant a “chance to change tally” *after reminders and teaching* include:

- Calling out in class
- Failing to follow an adult’s request
- Aggressive shouting or unruly behaviour
- Name calling/excluding others/unkindness at play
- Any prejudiced behaviours – *may also need to be dealt with using bullying, racist or safeguarding procedures*
- Running in corridors
- Barging through doorways
- Intentional eye rolling/rude facial expressions or rude body language
- Intentional or indifferent damage to property

In all cases staff must take account of behaviours a child can’t help – eg not being able to make prolonged eye contact, smiling when in high anxiety. The Inclusion team should always be consulted if staff are not sure how to respond.

Children must be given the chance to change – three chances before needing to attend a workshop

- The aim of this initiative is to teach, encourage and reward respect being shown by the children – not to punish. So the emphasis needs to be on teaching (and showing/modelling) what respect looks like.
- When there is an instance of a lack of respect then the child needs to be given the chance to change first – the hope is that they will make better choices because of the reminders we give them.
- Use language such as:
 - Remember to look respectful we need to...
 - I know you don’t mean to appear disrespectful but the way you... came across in a disrespectful way... let me show you.... let me remind you...
 - We want to help you to be the best you can and demonstrating and showing respect is so important...
- A child should only need to attend a workshop if their choices do not improve and they have had plenty of opportunities to change alongside clear teaching and advice.

If the child does not respond in a positive way to the chances given...

- A tally is kept on the class record sheet. If a child reaches 3 tallies in a day their name must be logged on the Google doc record (accessed via Gmail). This triggers an email to parents (sent by the Office) and so it is imperative that this happens immediately. Please indicate the reason code/s from the choices below:



A	Disrespect to adult in classroom
B	Disrespect to adult at playtime
C	Disrespect to adult at lunchtime
D	Disrespect in the lunch hall
E	Disrespect to peers in classroom
F	Disrespect to peers at playtime
G	Disrespect to peers at lunchtime
H	Disrespect in worship

- If a child receives three tallies in a day then they will attend a **S=P+A+C+E** for Respect workshop the next day during their morning playtime.
 - EYFS will run their workshops in their classrooms at a set point in the day
 - Year 1, 3 and 4 will attend their workshop in 1T classroom
 - Year 2, 5 and 6 will attend their workshop in 6M classroom
- The workshops are led by SLT – the children should bring their snack but arrive on time.
- At the point of a third respect workshop teachers have a phone call or conversation with parents- to reflect on what the child is finding difficult and discuss ways to help them.

Children with SEN

A behaviour protocol which is in place for a child with SEN or other needs must take precedence over this system. We will consider the pupils' strengths and difficulties. There will be a few children where staff will have to make a judgement about the speed of moving from reminder to a "chance to change tally". Some children will need processing time and so three warnings in quick succession will not allow for that. Staff should continue to use all the language that models expected behaviours and other pupils will see these pupils getting those models. The Inclusion Team will provide advice about the needs of specific children if staff are unsure.

Behaviour Chart/Class system

Each class teacher must have a clear chart/ visual system that promotes good behaviour and gives a prompt warning if expectations are not met. This needs to reflect the individual needs of the children within a specific class and year group.

In Key Stage One this will take the form of learning ladders denoting stages of engagement with learning: Out of this world/excellent effort/ role model/expected behaviour /ready to learn. Key Stage Two classes use a Board of Recognition to highlight children's positive choices throughout the day.

Each class can have one additional method individual to them eg. table points, star of the week, tidy desk trophy etc.



Each week up to three children per class are chosen by their teacher/s to show the Headteacher their work. The child receives a certificate and prize. This can be for effort, progress or attainment.

Rewards

Children will be awarded house points for effort, attainment and living out our **GOLDEN THREADS**. The winning house is celebrated at the end of each term.

Celebration of Achievement Worship

Celebration of achievement Worship takes place weekly on a Friday. Certificates are awarded to children who have followed our **GOLDEN THREADS**, shown Respect, been role models, made **S=P+A+C+E** for their learning, shown resilience or have been inclusive in their attitudes and actions. Their names are also posted on the Roll of Honour that is shared with Parents through the Weekly News.

Recording Incidents of Poor Behaviour

Staff record incidents of poor behaviour onto CPOMs. These include incidents of:

- Bullying in any form
- Racially motivated name calling
- Deliberately, physically hurting someone
- Stealing/ damaging property
- Deliberately being dishonest/ lying
- Swearing
- Child on child
- Homophobic incidents
- Repeated poor behaviour that has not rectified after the usual protocols have been followed.

Staff should record: the name of the child/children, class, date and brief description of the behaviour and action/s taken.

Consequences (playground)

All staff will endeavour to find out the reason behind any persistent behaviour. All staff will be proactive in supporting play and interaction between peers. Children who are vulnerable are highlighted in 'child watch' at weekly staff briefings and all staff have a responsibility to ensure that those children are adequately supported during less structured and transitional times of the day. Incidences of physically aggressive behaviour or deliberate unkindness will be responded to in this way:

1. Warning (and staff support in play if necessary)
2. Time out, stand at end of play area – time out as appropriate to age and behaviour
3. The child should be sent to a member of SLT
4. The child should be sent to the Headteacher

Whenever a child is spoken to regarding their behaviour, staff should use emotion coaching techniques and the restorative approach:

- What happened?



- Who was affected?
- Which other choice did you have?

Informing parents

In serious incidents, even accidental ones, where a child has been hurt by another, both sets of parents must be informed (initially by the class teacher dealing with the incident) after discussion with the Inclusion Leader and/or Headteacher.

Support with very challenging Children

This section deals with the exceptional cases when all of the strategies above have been tried and failed and the staff member reasonably believes that the behaviour of the child is extreme and seriously jeopardising the learning of others and/or the good discipline of the class is threatened and/or the safety of the children and/or your safety may be at risk.

In such circumstances the adult should send to the Headteacher or Inclusion Leader for help immediately. No member of staff or child should be left alone with challenging children. Therefore, the child will be asked to leave the playground or classroom by two members of staff (or in extreme cases the class will be removed to another room). At the earliest opportunity and certainly the same day, the class teacher should record brief details of this incident (on CPOMs) and discuss this with the Inclusion Leader or Headteacher. The child may only need to be withdrawn for this short time but the minimum should be half an hour in order for the child to calm down and be counselled. The school's agreed behaviour management programme should be followed. The child should not be spoken to until they are calm. This could be much later on in the school day if necessary. The member of staff that dealt with the child in crisis should, wherever possible, see the cycle through to the end and remain with the child until they have returned to calm and are ready to access learning again.

The Headteacher may find it necessary to extend this time and the class teacher, with adequate notice needs to set appropriate work if this is the case. (These children will have Fresh Start Behaviour Booklets). See Appendix 1.

If a child persistently disrupts the learning of others or puts themselves or others at risk or threatens the good discipline of the school, then subsequent withdrawals from the class may be necessary.

In this case the Headteacher or Inclusion Leader will inform the child's parents of this very serious situation and arrange a meeting. Outside agencies such as the Educational Psychology Service and Home and Behaviour Support Services should be consulted.

A risk assessment will be drawn up by the Class Teacher, Learning Support Assistants and the Inclusion Leader. The risk assessment should be followed and any incidents should continue to be recorded in CPOMs. It may also be necessary to draw up a pastoral support plan.

Exclusion procedures should only be considered when all other avenues have been explored and can only be initiated with the authority of the Headteacher. In most cases exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour.

In all instances the Chair of the Governing Body will be informed of all exclusions by the headteacher.

Suspension and Exclusion

Please refer to our Suspension and Permanent Exclusion Policy.

If the Headteacher is considering exclusion, he/she will follow the most recent Exclusion Guidance:

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/654442/suspension-and-exclusion-guidance-september-2023.pdf)



RACIST INCIDENTS

Direct discrimination varies from crude racist remarks to subtle differences in assessment, expectation, provision and treatment.

Good race relations filter throughout all strands of teaching and learning and the contributions of all racial and cultural backgrounds are strongly welcomed and encouraged so that children learn from each other. Racial equality is taught through the Religious Education, PHSE and Citizenship topics in the Curriculum.

However, the school must monitor and challenge all Racist Incidents and we assume an incident to be racist, when the child him/herself perceives it to be so.

Any incidents of racial abuse should be reported immediately to the Headteacher and recorded in writing on CPOMS and the Inclusion and Behaviour Leaders informed.

The Racist Incident Recording Forms are available on the Shared System where this Policy is saved in the Behaviour Expectations Part of the staff Handbook. A copy is in Appendix 3.

ANTI-BULLYING POLICY – A WHOLE SCHOOL APPROACH

Statement of principle

Bullying of any type will not be tolerated at St. Thomas of Canterbury School. Whilst it is acknowledged that bullying exists within all schools, to some degree, it is none the less unacceptable behaviour and every attempt will be made to eradicate bullying, as and when it occurs.

Aims

We acknowledge the responsibility of the whole school community to combat bullying. The aim of the school is to:

- eliminate bullying from the school
- raise awareness of the problem of bullying
- increase the vigilance of the school community to be watchful for signs of bullying
- provide descriptions of a range of behaviours that may be classified as bullying
- specify the procedures to be followed should bullying occur
- provide the framework for dealing with the bully and helping the victim
- gain home support so as to work in partnership with both the bully and the victim
- promote a caring community where bullying has no place

What is bullying?

Bullying can have an adverse effect on both the bully and the victim. With this policy, the School seeks to ensure that bullying does not prevail.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. At St Thomas of Canterbury, we feel that most forms of bullying have three things in common:



- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying generally falls into four distinct categories:

- physical – hitting, kicking, pushing, taking belongings
- verbal – name calling, insulting remarks (personal, racist etc)
- indirect – spreading nasty stories, excluding victims from social groups
- cyber – using information technology to upset and harass someone deliberately

Increased Awareness

A copy of this Behaviour and Anti-Bullying Policy of the school must be given to all new members of the whole school staff. Class teachers should have a copy in their classroom. The Golden Threads are displayed around the school and explicitly taught. New parents will sign the home school agreement.

Procedures to follow

IN ALL CASES where bullying is reported or suspected, the teacher should use the “No Blame” Approach. A distinction must be made between the behaviour and the child. Consequences may need to be implemented alongside the following procedure depending on the nature of the behaviours involved (see below).

Incidents should be reported immediately to the Headteacher and recorded in writing on CPOMS and the Inclusion and Behaviour Leaders informed. A record of the procedure needs to be recorded on CPOMS using the procedures as outlined in Appendix 2 below. The Bullying Incident Recording Forms are available on the Shared System where this Policy is saved in the Behaviour Expectations Part 6 of the staff Handbook. (A copy is also in Appendix 2.)

Bullying outside school

Whilst the school is not responsible for pupil behaviour outside of school hours, we do feel that any pupil behaviour reflects upon us and therefore will take seriously any incidents that occur in the community while the children are on their way to or from school. This also includes any cyber bullying incidents online.

CHILD ON CHILD ABUSE

All children have a right to attend school and learn in a safe environment.

All members of staff at St Thomas’ recognise that children are capable of abusing other children. We believe that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as ‘banter’ or ‘just having a laugh’ and is not an inevitable part of growing up.

We recognise that child on child abuse can take many forms, including but not limited to :



- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child on child abuse, we will:

- implement a robust behaviour and anti-bullying policy
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, teaches what respectful behaviour looks like, consent, gender roles, stereotyping and equality, that any forms of violence and harassment are always wrong.
- provide a range of reporting processes including worry boxes and making **S=P+A+C+E** for talk.
- Reinforce the importance of our **S=P+A+C+E for ME** and **S=P+A+C+E** for **EVERYONE** strategies.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email.

We will follow the guidance in Keeping Children safe in education 20223 on dealing with and responding to all forms of child on child abuse.

SEARCHING AND CONFISCATION

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below:

- knives and weapons (including ammunition); alcohol; illegal drugs; laughing gas capsules; stolen items; 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 property of; any person (including the pupil).
- tobacco and cigarette papers;
- e-cigarettes or vapes; fireworks; and pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

In all cases where a search or confiscation takes place at St Thomas' it will follow and comply fully with the [DfE Searching, Screening and Confiscation Advice for Schools](#)

MONITORING AND EVALUATION

The monitoring and evaluation of the Behaviour Policy is the responsibility of the Governing Body, but is a particular responsibility of the Headteacher and Inclusion Leader. This is to be achieved in a variety of ways:

- regular observation of playground and classroom environments
- regular monitoring of recorded incidents on CPOMS
- regular monitoring of "chances to change" given to children
- reviewing to evaluate standards of behaviour and thus the quality of the learning environment throughout the school.
- have an open door policy at School Council meetings to discuss pupils' thoughts on behaviour management.

Discussion on behaviour and progress will be held as appropriate, and Governors will be informed by the Headteacher's termly report.

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies SEND and Safeguarding. Copies of these policies are available from the school website.



APPENDIX 1



**St Thomas of Canterbury Catholic Primary
School**

Being the best that we can be

**FRESH START
BEHAVIOUR BOOK**

Name:

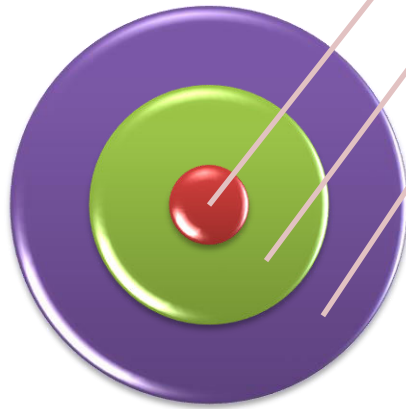
Class:

Date:



The adult working with you must initial each box to show that you have made good behaviour choices in each part of the school day to meet your target.

Before play time and lunchtime and before the end of the afternoon you must take this book to Mrs Carter who will see how well you have done.




Target 1:

Target 2:

Target 3:

Week 1:

	Lessons	Play	Lessons	Lunch	Lessons	Lessons	Check
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Target 1:

Target 2:

Target 3:

Week 2:							
	Lessons	Play	Lessons	Lunch	Lessons	Lessons	Check
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



WHAT CAN YOU DO TO HELP YOURSELF?

**WHO CAN HELP YOU AND WHAT CAN
THEY DO THAT WILL HELP YOU?**



APPENDIX 2

BULLYING INCIDENT REPORTING Form - Classroom teacher To save onto CPOMS		
Reported by:	Date:	
Children's names:		
Description of incident (including evidence, if any):		
Steps taken following School Procedure:	Date	Impact
Step 1 INTERVIEW THE VICTIM		
Step 2 CONVENE A MEETING WITH THE PEOPLE INVOLVED		
Step 3 EXPLAIN THE PROBLEM		
Step 4 SHARE THE RESPONSIBILITY		
Step 5 ASK THE GROUP FOR THEIR IDEAS		
Step 6 LEAVE IT TO THEM		
Step 7 MEET WITH THEM AGAIN		
Step 8 FOLLOW UP PROCEDURES		
Parents informed Yes/No		
Referral made to Inclusion Leader Yes/No		
Consequences/sanctions imposed Yes/No		



BULLYING INCIDENT REFERRAL FORM

Investigation by Behaviour Lead

Nature of bullying incident			
Where did it occur?			Date
Were there any witnesses?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes" have they been spoken to?	
Were there any injuries?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes" has this been recorded?	

Outcome of interview with victim/s:	
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Outcome of interview with perpetrator/s:	
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Action taken:	
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Parents /carers involved?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes" when and how were they contacted?	Date:			What is the outcome?	
			Letter	email	verbal		

Completed by:	
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