

Behaviour Policy



ST CLARE

Catholic Multi Academy Trust



St Thomas of Canterbury School

Mission Statement: Let all that you do be done with love.

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1. Introduction and Mission

St Thomas of Canterbury is a joyful and welcoming Catholic school where every child is known, valued and nurtured. Our community is rooted in the Gospel values of truth, justice, love, peace and forgiveness, and we strive to live these out in all that we do. Guided by our mission, *“Let all that you do be done with love,”* we work together to create an environment where children flourish academically, socially and spiritually.

We believe that positive relationships are at the heart of excellent behaviour. Every child is capable of making good choices, and every mistake is an opportunity to learn, grow and reconcile. This policy sets out how we support children to develop self-discipline, kindness and responsibility within a safe and loving community.

2. Aims

Our behaviour policy aims to:

- Set clear expectations for how we treat one another.
- Promote a consistent, calm and fair approach across school.
- Encourage pupils to take responsibility for their actions.
- Celebrate positive behaviour and effort.
- Provide guidance on how we respond when behaviour falls short.
- Ensure pupils receive the support they need to thrive.

3. Our School Values

Our shared values—**Ready, Respectful, Safe**—shape the way we learn, play and grow together.

Ready

- We come to school prepared to learn.
- We wear our uniform with pride and bring the equipment we need.
- We listen carefully and begin tasks promptly.
- We show Star Sitting and track the speaker.

Respectful

- We speak kindly and listen to others.
- We try our best, even when things feel challenging.
- We wait patiently for our turn.
- We admit mistakes and work to put things right.

Safe

- We move calmly around school using Fantastic Walking.
- We use equipment and spaces responsibly.
- We are gentle with our words and actions.
- We talk to trusted adults when something worries us.

These values are taught, modelled and celebrated every day.

4. Expectations of Staff

Every adult in school plays a vital role in shaping behaviour. Staff:

- Greet children warmly and build positive relationships.
- Model the behaviour we expect from pupils.
- Teach routines clearly and revisit them when needed.
- Maintain calm, orderly classrooms where children feel safe.
- Use Class Dojo consistently to recognise positive behaviour.
- Address concerns with kindness, clarity and fairness.
- Provide take-up time and avoid unnecessary escalation.
- Follow up incidents and support children to repair relationships.

5. Expectations of Pupils

Pupils are encouraged and supported to:

- Live out our values of Ready, Respectful and Safe.
- Take pride in their learning and behaviour.
- Treat others with kindness and dignity.
- Move safely around school.
- Accept responsibility for their choices and actions.

6. Celebrating Positive Behaviour

We believe that children thrive when their efforts are noticed and valued. We celebrate positive behaviour through:

- Class Dojo points.
- Specific praise linked to our values.
- Stickers, notes home and positive conversations with families.
- Sharing good news with other staff.
- Whole-class rewards.
- The Golden Broom for the tidiest class.
- Celebration Assembly and Golden Time each Friday afternoon.

Golden Time is a joyful end to the week, recognising children who have shown effort, kindness and responsibility.

7. Responding to Behaviour That Falls Short

We use a calm, stepped approach so that children have time and space to make better choices.

- Step 1: Redirection: Gentle, non-intrusive strategies such as proximity, eye contact, naming, or praising nearby positive behaviour.
- Step 2: Reminder: A quiet, clear reminder of expectations, giving the child time to respond.
- Step 3: Warning: A private warning explaining what will happen if the behaviour continues.
- Step 4: Time-Out: A brief conversation away from peers to reset, reflect and prepare to re-engage.

Secondary behaviours (e.g., sighing, eye-rolling) are noted but not escalated in the moment.

If a child refuses time-out or behaviour continues, they may be removed from class by a senior leader. All removals are recorded on CPOMS.

Restorative Conversations

After any significant incident, staff support the child to reflect:

- What happened?
- What were you thinking at the time?
- How did this affect others?
- What needs to happen now?
- How can we make things right?

Reflective Consequences

Consequences are fair, proportionate and linked to the behaviour. They may include:

- Thinking time
- Completing or repeating work
- Reflection with another adult
- Logical consequences
- Monitoring systems
- Contact with parents

8. Monitoring Behaviour

- Teachers record concerns on CPOMS and in the Behaviour Book. Senior leaders review patterns weekly. Children who repeatedly struggle may spend part of Golden Time reflecting on how to make positive changes.
- Where patterns emerge, teachers work with families to understand triggers and protective factors. The SENDCo or external agencies may be involved where appropriate.
- Persistent concerns lead to a formal meeting with parents, the child, the class teacher and a senior leader, with agreed targets reviewed over two weeks.

9. Supporting Pupils

We recognise our duty under the Equality Act 2010 to ensure pupils with additional needs are not disadvantaged. Behaviour expectations may be adapted to meet individual needs.

Support may include:

- Zones of Regulation
- Five-Point Scales
- Post-Incident Learning
- Social or resilience groups
- Lego Therapy
- Behaviour support cards
- Positive Behaviour Plans
- Positive Handling Plans
- Early Help
- Parenting support

Support is planned with families and reviewed regularly.

10. Transition

Behaviour information is shared with new teachers and, where appropriate, new schools to ensure continuity of support and a smooth transition.

11. Physical Intervention

Reasonable force may be used only to prevent:

- Disorder
- Harm to self or others
- Serious damage to property

Any intervention must be:

- A last resort
- Proportionate and time-limited
- Respectful of dignity
- Recorded and shared with parents

12. Suspensions and Exclusions

Suspensions and exclusions are used only when necessary to keep pupils and staff safe and to maintain a calm, orderly environment where everyone can learn. As a Catholic school, we believe deeply in forgiveness, reconciliation and the possibility of change. At the same time, we have a responsibility to protect the wellbeing of the whole community. When behaviour causes significant harm or disruption, a suspension may be the most appropriate response.

12.1 Principles

- Every suspension is a serious decision and is never taken lightly.
- The Headteacher is the only person who can authorise a suspension or permanent exclusion.
- All decisions follow the Department for Education statutory guidance.
- The school considers the individual circumstances of each child, including any additional needs.
- The aim is always to help the child return to school safely, calmly and ready to learn.

12.2 When a Suspension May Be Considered

A suspension may be used when a pupil's behaviour represents a **serious breach** of the behaviour policy or **seriously harms the education or welfare** of others. Examples include:

- Physical aggression towards pupils or staff
- Threatening, intimidating or abusive behaviour
- Sustained bullying, including online bullying
- Use of prejudiced or discriminatory language
- Damage to property
- Theft
- Dangerous behaviour that puts others at risk
- Possession, use or threat of use of an offensive weapon
- Possession, use or supply of illegal drugs or alcohol
- Serious or repeated defiance of staff instructions
- Behaviour that brings the school into disrepute

This list is not exhaustive. The Headteacher may consider suspension for other behaviours of similar seriousness.

12.3 Offensive Weapons

In line with the **Offensive Weapons Act 2019** and the **Prevention of Crime Act 1953**, an offensive weapon includes:

- Any article made or adapted to cause injury
- Any item intended to cause injury
- Any sharp or pointed object used to threaten, intimidate or harm, including everyday items such as scissors, compasses or cutlery

Possession, use or threat of use of an offensive weapon is a serious breach of this policy and may lead to suspension or permanent exclusion. Police involvement may be considered where appropriate.

12.4 Permanent Exclusion

Permanent exclusion is rare and used only:

- As a final step when a child has not responded to a wide range of support and interventions
- Or for a single, exceptionally serious incident where remaining in school would pose a significant risk to others

The decision is made by the Headteacher and reviewed by governors in line with statutory guidance.

13. Child-on-Child Abuse

Children at St Thomas of Canterbury are taught that everyone is made in the image of God and deserves to be treated with love, dignity and respect. Child-on-child abuse can happen in any school, and we respond to all concerns calmly, seriously and with care for every child involved.

What it includes

Child-on-child abuse may involve:

- Physical harm or serious violence
- Bullying, including online bullying
- Harmful sexual behaviour or sexualised language
- Misogynistic, sexist or discriminatory behaviour
- Emotional harm, intimidation or coercion
- Sharing images or online threats

Any behaviour that hurts, frightens or targets another child is taken seriously.

How we respond

Staff act quickly when they notice early signs of conflict, distress or risk. Concerns are:

- Reported immediately to senior leaders
- Recorded on CPOMS
- Investigated with sensitivity and fairness

We never dismiss harmful behaviour as “banter” or “just joking.” Children are supported to understand the impact of their actions and to repair relationships where appropriate.

Serious violence and weapons

If a child carries, uses or threatens to use a weapon, staff alert senior leaders straight away. Safety planning, de-escalation and external support are used where needed.

Online behaviour

Online harm is treated with the same seriousness as in-person incidents. This includes threats, image sharing, harmful content or misuse of devices.

Support for children

Children who have been harmed receive pastoral support, trusted adults, and additional help where needed. Children who have caused harm are supported to make safer, kinder choices through restorative work, targeted interventions and, where appropriate, external agency involvement.

Prevention

We build a culture where kindness, respect and safety are taught every day through:

- PSHE and RSHE
- Assemblies
- Clear routines and expectations
- Strong adult presence

Our mission, *“Let all that you do be done with love,”* guides the way we help children treat one another with dignity and compassion.

Appendix

Support is tailored to the needs of the child and can consist of one of more of the following strategies and interventions:

- Zones of regulation
- Individualised Five-Point Scale
- Use of PIL (Post Incident Learning)
- Resilience group (intervention)
- Social group (intervention)
- Lego Therapy (intervention)
- Behaviour support card
- Positive Behaviour Plan
- Positive Handling Plan
- Cognitive behavioural therapy (CBT)
- Early Help Assessment Part 1 (External services including MAST)
- Parenting workshops, seminars and discussion groups (Sheffield Parenting Hub)

Any support is discussed and agreed in advance.