Date	Review Date	Committee Approving
Spring 2025	Spring 2027	Main GB

St Thomas Becket Catholic Primary School Policy for Achieving Good Behaviour in School

At St Thomas Becket we strive to maintain the highest possible standards of behaviour and help all children to achieve to their full potential.
In promoting the love of Christ and love of our neighbour, we will endeavour to foster good interpersonal relationships between all members of the community. We reject all forms of prejudice and instead seek to include, strengthen and empower all individuals and groups fairly. We hope to promote a concern, and commitment to serving the needs of all within our school community (School Mission Statement)

It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.

Our school expects every member of our school community to behave in a considerate way towards others.
We treat children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

The classroom is organised in such a way that children understand how things are done and what to expect. All classrooms will be organised, purposeful learning environments. Routines will focus on how things are done and what the basic expectations are.

School Rules

These are designed to promote a safe and orderly environment.
Our school rules are discussed with each class at the start of each academic year,. Rules should be clearly displayed in the classroom and attention drawn to them. We endeavour to ensure that children are aware of the choices they are making and to use sensitive strategies to promote constructive choices. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected .

At St. Thomas Becket Catholic Primary, our expectations about pupils' behaviour are set out within our **10 school rules:**

Our rules

In everything we say and do we follow the teachings of Jesus.	**What does this mean?**
1. We respect all people. 2. We work hard and allow others to learn. 3. We move quietly and sensibly around school. 4. We talk quietly and at the appropriate time. 5. We are kind and gentle to each other. 6. We are polite and always use kind language. 7. We are honest. 8. We carry out instructions straight away. 9. We wear the correct uniform. 10. We look after property.	1. We are reliable, trustworthy, considerate, patient and fair. We treat others as equals, are tolerant to all and never use words or actions which are offensive to anyone. We treat others the way we like to be treated. 2. We always try to do our best work. We don't waste our own or others' time. We do not disturb the learning of others through our behaviour. 3. We never run, push or shout as we move around school. When we are in line we do not disrupt the line by talking or messing about. 4 We are silent whenever we are asked to be. We always use a quiet voice unless asked to do differently. We do not call out or chat to others in class or assembly unless asked to. 4. We never try to upset or hurt others with our words or actions. We make sure that we play and work safely together. 5. We are courteous, listen carefully, follow instructions and help others when it is appropriate. We stand aside to let others go by and open doors for adults. We NEVER use bad language or unkind words. When responding to adults we show respect by answering politely and calmly. We do not answer back, argue, raise our voices, shrug our shoulders, tut, roll our eyes etc, 6. We never lie to get out of trouble; to get others into trouble or to get our own way. 7. We do what we are told by an adult as soon as we are told. We follow adults' instructions with respect at all times. 8. We only wear what our school policy says we can wear. We wear our uniform with pride; we don't look untidy. 9. We keep the school clean and tidy. This means putting litter in the bins, putting things away when we have finished with them, leaving rooms neat. We do not break school property or the property of others. We do not bring things into school unless asked to do so by our teachers.

In order to maintain good order, safeguard children and protect our school environment:

- sweets and chewing gum are not allowed in the school.
- canned or glass bottled drinks should not be brought into school
- jewellery should not be worn except for plain, round, gold or silver studs in ears (no jewelled studs)
- games and toys should not be brought into school unless requested by the class teacher
- trading cards and /or stickers should not be brought into school
- money should not be brought into school unless it is for a trip or school activity and it should be handed straight in to the teacher
- mobile phones should not be brought into school
- children should adhere to the acceptable use policy for use of technology (see Esafety policy)

RAG System (Please see EYFS policy in relation to how the RAG system is introduced to children)

At St Thomas Becket we understand the need to recognise good behaviour and achievement while also accepting that there are times when children may not respond appropriately to school rules. Our school RAG system clearly identifies behavioural expectations for pupils staff and parents with school tiered responses so that staff know how to deal with situations in a fair and consistent manner. This supports the home-school partnership, facilitating the sharing of 'good news' events about children with their parents, as well as allowing early intervention where incidents of negative behaviour have occurred.
Repeated incidents of low level negative behaviour over time will lead to an escalation within our

RAG system, however there are certain one-off negative behaviours that may result in a child's behaviour being escalated immediately within the RAG system.

Physical and verbal retaliation is not acceptable and children are expected to involve adults where they encounter a problem with another child rather than exacerbate the situation through retaliation.

ZONES	Behaviours	School Response Options
Gold **No Concerns**	Exceptionally positive behaviour and attitude- role model for others	Children take a **Becket Certificate** home so that parents can discuss and celebrate their success. Children are recognised and rewarded for good work in assemblies. (Becket Awards, Good Samaritan, Head teacher award, Golden Board and Shooting Stars)
Green **No Concerns**	Behaviour and attitude are in keeping with school ethos	• good work displayed in class • team points/table points/ house points/ certificates (staff are free to adopt their own systems) • stickers • praise • parents informed • pupils sent to head teacher and other senior members of staff for reward and acknowledgement
Amber 1 **Mild negative behaviour**	**Examples:** Calling out in class Not listening to instructions Chatting in line Distracting others in lesson. Rudeness	• Verbal prompts to refocus • Reminder of school rules • Pupils given opportunities to reflect on their behaviour and strongly encouraged to apologise where appropriate Sanctions include: • Disapproval of inappropriate behaviour and a warning given • Move to different table if appropriate • Name on board • Lose points

Amber 2 **Moderate negative behaviour**	**Examples:** Any examples of Mild Negative Behaviour (repeatedly). Disrespectful. Answering back. Breaking equipment (minor) Swearing. Verbally nasty to other children. Name calling Being overly physical with other children Or Continued or regular demonstration of negative behaviour despite reminders from teaching staff.	**This will initiate a text or letter to parents** Sanctions include (but not limited to): • 'Time out' within classroom (work at table on their own) • Completion of work during play/lunchtime • Missed play • Pupils given opportunities to reflect on their behaviour and strongly encouraged to apologise where appropriate

Red 1 **Significant negative behaviour**	Persistent and sustained negative behaviour that significantly disrupts the learning, safety and /or enjoyment of others in and around the school (occurring frequently even though it may be low level). **Examples:** Continued negative behaviour and disruption of the class' learning despite previous sanctions being applied at lower levels. Continued and sustained negative behaviour in the playground, lunch hall, during an after-school club or on a school trip. **Examples:** Leaving classroom without permission Malicious lying to cause problems for others Stealing Violent behaviour such as fighting	**A meeting with parents must take place to notify them that child's behaviour is causing (further) concern.** Sanctions include (but not limited to): • Missed Play • Internal exclusion (see exclusion policy) • Lunchtime Exclusion SLT involvement • Meeting with parents The school will aim to work in partnership with parents to agree and implement a time limited intervention. This may include • a Daily Report Card / book or targets for improvement that are monitored daily • a Pastoral Support Plan with targets and strategies for supporting improvement of behaviour These interventions are time-limited with dates set for reviewing impact and making decisions about next steps.

Red 2 **Extreme negative behaviour**	Continued negative behaviour and disruption of the class' learning despite previous sanctions being applied at lower levels. Unsafe behaviour that could potentially put child, others or property at risk. Pupil's behaviour is a safeguarding risk or pupil is displaying persistent defiance that is preventing teaching and learning from taking place. Refusal to carry out a reasonable instruction from an adult in school **Examples:** • Violent behaviour such as fighting • (repeated) • Harassment or bullying • Abusive language to children or staff • Use of racist, homophobic and sexist language • Blatant defiance, including walking away when being spoken to by any member of staff • Damage to property (major)	**This stage will necessitate HT involvement and meeting with parents.** Sanctions include (but not limited to): • Lunchtime Exclusions • Fixed term exclusions • Permanent exclusions (see exclusion policy) A multi-agency assessment may be considered for pupils who display continuous disruptive behaviour.

Support

We recognise that sanctions alone may not lead to an improvement in a child's behaviour. At all stages of our RAG system, we will direct support to children, parents and staff as appropriate to help improve the child's behaviour. This may be through pastoral support plans, school counsellor support, a home/school action plan, buddying system, monitoring system in the playground or by other means which will support the child's return to an acceptable level of behaviour.

Escalation to Senior Leadership Team:

Where issues escalate, or are persistent, referral should be made to the respective Key stage
Leader or assistant head, then the Deputy Headteacher and, as a final resort, to the Head teacher.

Behaviour Logging:
Teachers will record all incidents on the central school recording system (Iris behaviour module) which result in children being placed in Amber 2 or above. This is o enable senior leaders, governors and other stakeholders to effectively monitor behaviour patterns of individuals, groups, cohorts and the whole school.

Children will remain in Amber and Red zones until the class teacher judges that behaviour has improved or the agreed time frame for the sanction/support applied has elapsed, at which point they will be moved to the Green zone.

All occasions where children are placed in a Red zone will be reported on the **child's annual report to parents.**

Behaviour Management in the Playground
Playground activities are designed to involve children fully. The role of the adults on duty before and after school, at morning playtime and lunchtime is to supervise and guide, ensuring that games are played fairly and everyone is given their turn.

The school has invested in a range of equipment for playground activities. These activities are organised by children with guidance and intervention by the staff.
All members of staff encourage children who appear to be isolated to participate in peer group activities and to feel welcome. Children are encouraged to welcome newcomers into games and activities.

We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict.

Immediate action is intended to divert children from conflict. We do this by:

- Listening to both sides.
- Reminding children about the playground rules
- Engaging participants in discussion about how the problem may be resolved, ensuring that children listen to each other.
- Remaining objective and polite to all children.

- Encouraging participants to compromise.
- Suggesting alternative activities, groupings or partnerships.

Behaviour in Dining Hall

In everything we say and do we follow the teachings of Jesus.

1. We line up quietly and calmly.
2. We come in for lunch when called.
3. We walk carefully and sensibly through the hall.
4. We speak quietly to those around us.
5. We stay in our seats when eating.
6. We keep our tables and the floor clean.
7. We are polite to everyone.
8. We use good table manners.
9. We don't waste food.
10. We only eat our own food.

Bullying.

We believe that by adopting a positive attitude to personal relationships in school, we will reduce the opportunities for and the incidents of bullying. We are aware that there will always be incidents, which may cause upset or concern for children or their parents and our policy is designed both to deal with these incidents and to reassure those affected by them.

It is important to differentiate between an incidence of bullying as opposed to where children fall out because of what would be considered typical disagreements within a school setting. Bullying is repeated behaviour displaying a wilful, conscious desire to hurt, threaten or frighten someone, often over a period of time. It is a complex problem and can take many forms :

- Physical attacks - punching, pushing, pinching and hitting.
- Verbal abuse - name calling, taunting, teasing, racial abuse.
- Taking or hiding other children's' possessions.
- Deliberately damaging another child's schoolwork or equipment / possessions.
- Online bullying / cyberbullying

School Procedures for Dealing with Bullying.

All school staff will watch for signs of distress in pupils - deterioration of work, illness, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be a sign of bullying.

We shall encourage children to care for each other and to tell the teacher if they know children are frightened or are being picked on by other children('*It's good to tell*').

All reports of bullying from Lunchtime Supervisors, Teachers on duty, Classroom Assistants or parents will be immediately followed up by the class teacher and reported to senior management and the Headteacher informed.

Children who are being bullied will be assured that they will be helped and that the bullying will be stopped. They must be encouraged to report any further incidents.

It will be made perfectly clear to children who bully others that their behaviour is totally unacceptable and will not be tolerated under any circumstances. Action will be taken appropriate to the specific situation and knowledge of the child's needs and circumstances.
Parents of persistent offenders will be notified and consequences set out for their child's continuing negative behaviour.

The role of the class teacher in supporting the behaviour policy
It is the responsibility of class teachers to ensure that our school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom rule consistently, treating all children in their classes with respect and understanding.
The class teacher will record behavioural incidents on the central behaviour tracking system and escalate actions as set out in the RAG behaviour table.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with a member of the SLT (senior leadership team) or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school's behaviour policy.

The role of the SLT in supporting the behaviour policy

The headteacher and other members of the SLT support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher has the responsibility for giving fixed-term exclusions 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. The governing body and local authority will be informed where a child is permanently excluded or given a fixed term exclusion of more than 5 days. (See Exclusions policy)

The role of parents and carers in supporting the behaviour policy

Our school collaborates with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and, where we have concerns about their child's welfare or behaviour, to cooperate with our school through a constructive dialogue, as set out in the home-school agreement and our school behaviour policy.

The role of Governors in supporting the behaviour policy
Governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The headteacher has the dayto-day authority to implement the school's policy on behaviour and discipline, but

governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.
See DFE Publication- Behaviour and discipline in schools- Guidance for governing bodies
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.p

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering issues related to behaviour.
The Headteacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in-line with procedures agreed within this Policy.

The teacher may discipline a pupil for:
Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Headteacher or member of the Leadership Team.

The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Screening and Searching
Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. Parents will be invited into school to reclaim the item.
Teachers have the power to search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- 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, or damage to property; and
- Any item banned by the school rules

If a search is to be conducted, teachers should refer to the
Headteacher who will follow procedures in the *DFE publication, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

Power to Use Reasonable Force
The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with the school's *'Positive Handling Policy'* as well as the 'DFE guidance- *'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Policies and guidance linked to the school Behaviour Policy

- DFE Publication- 'Use of Reasonable Force - advice for school leaders, staff and governing bodies
- DFE publication, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies
- DFE Publication- Behaviour and discipline in schools- Guidance for governing bodies
- Behaviour and discipline in schools- A guide for head teachers and school staff
- Mobile Phone Policy
- School Uniform Policy
- Exclusion Policy
- Play Supervision Policy
- Home/School agreement
- E-safety Policy
- SEND Policy

- Positive Handling Policy

Appendix 1 Text to parents about child's negative behaviour

Note to school office about text:

Behaviour Text
Please send a behaviour text to the parents of: Name of pupil: ……. Class …….. Date: ……

Text to parents:

Your child has been sent home with a behaviour note. Please check for this in their school bag.

Behaviour Note:

Behaviour Note
Please note that …….. missed their play today due to either a single or repeated demonstration of negative behaviour which does not conform to our school rules. This behaviour has been recorded in the Class Behaviour Log. You may wish to discuss this with your child. Class Teacher: ……. Signed ……