

St Thomas More Primary School
BEHAVIOUR POLICY
Reviewed every two years



Reviewed	Agreed by GB	Next review
Autumn 2026		Autumn 2028

BEHAVIOUR POLICY

RATIONALE

At St Thomas More Catholic Primary School, we believe that every pupil has the right to achieve their full potential intellectually, socially, emotionally and spiritually through high quality teaching and learning within a safe, calm and supportive environment.

Positive behaviour at St Thomas More is rooted in our Mission Statement:

“Share the light of Jesus by learning together and loving others.”

Day to day, our pupils are encouraged and supported to Share, Shine, Live, Love and Learn, bringing our Mission Statement to life through their actions and relationships with others.

Our three school expectations – Be Ready, Be Respectful and Be Safe – provide a simple and consistent framework for positive behaviour across the school. They give pupils, staff and families a shared language for recognising positive choices and responding when behaviour falls below our expectations.

Excellent behaviour is built upon positive relationships and mutual respect between pupils and adults.

We recognise that behaviour is learned and that some pupils will require additional teaching, support or reasonable adjustments to successfully meet expectations.

Adults therefore have an important responsibility to model the behaviour we expect, explicitly teach positive behaviour, notice and reinforce positive choices and respond to difficulties calmly, consistently and proportionately.

Our restorative approach reflects the ethos of our Catholic school and is rooted in the Gospel values of respect, forgiveness and reconciliation. Where things go wrong, pupils are supported to regulate, reflect upon their choices, understand their impact, repair relationships and return successfully to learning.

The school also uses approaches including the Zones of Regulation to develop pupils' understanding of emotions and self-regulation.

This policy is reviewed regularly to ensure that our practice continues to reflect the needs of the children in our care and promotes a school community in which everyone can feel Ready, Respectful and Safe.

AIMS

We aim to ensure that St Thomas More Catholic Primary School provides a happy, caring, safe and stimulating learning environment where all pupils can achieve their full potential.

We aim to be a school where:

Every member of the school community feels valued and respected;
Each person is treated fairly and with dignity;
Ready, respectful and safe are understood, taught, modelled and consistently reinforced;
Pupils understand that their choices affect themselves, others and the wider school community;
Positive behaviour, effort and achievement are noticed and celebrated;
Pupils are supported to develop responsibility, self-regulation and positive relationships;
Pupils are able to learn and adults are able to teach without unreasonable disruption;
Behaviour is responded to calmly, consistently and proportionately;
Reasonable adjustments and additional support are provided where appropriate; and
Relationships between school and families are based upon partnership, trust and mutual respect.

OBJECTIVES

To achieve these aims:

There will be mutual respect between all members of the school community and everyone should feel safe and welcome;

All pupils will understand the school's expectations of ready, respectful and safe;

Adults will model the behaviour and relationships expected from pupils;

Pupils will be explicitly taught what our expectations look like in different situations and areas of school;

No pupil, through their behaviour, should prevent another pupil from learning;

All pupils will have equal access to a broad and balanced curriculum regardless of gender, race, religion, disability or educational need;

Positive behaviour will be recognised and reinforced consistently;

Pupils will be supported to reflect upon their choices, take responsibility and repair relationships where necessary; and

Staff will use the school's behaviour response system consistently while exercising professional judgement and making reasonable adjustments where appropriate.

CODE OF BEHAVIOUR

To ensure that these values are upheld, and that teaching and learning can be most effective, the following provide examples of the behaviours expected within our school.

Our expectations are underpinned by three simple principles:

READY • RESPECTFUL • SAFE

Pupils and staff should treat each other with politeness and mutual respect at all times.

Bullying, racism, violence, discriminatory language, inappropriate language or fighting are not acceptable and will not be tolerated.

The school building, resources and everyone's belongings should be treated with respect.

Pupils should move around the building calmly and safely, showing consideration for themselves and others.

Pupils must not be inside the school building at break and lunchtimes without permission from an adult, unless attending an organised activity or provision.

Items prohibited by law or identified by the school as banned, unsafe or inappropriate must not be brought onto the school site. Further information regarding electronic devices, online safety and associated expectations can be found within the school's E-Safety/Online Safety Policy.

This list is not exhaustive. Pupils are expected to behave in a way which is consistent with the ethos, values and expectations of St Thomas More Catholic Primary School.

By living our values of Share, Shine, Live, Love and Learn, and demonstrating that we are Ready, Respectful and Safe, we contribute to a calm, welcoming school in which everyone can learn and flourish.

BEHAVIOUR PRINCIPLES

1. Being Inclusive

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some children, for some or all of the time, will require additional attention and support.
We have a responsibility to teach social behaviour to all children.
All pupils have the right to be educated, including when their behaviour presents challenges.

2. Being Positive

Parents and carers should be involved as fully as possible.

We maintain high expectations of acceptable behaviour within school and the wider community and seek to develop these expectations in partnership with staff, governors, pupils and families.

If we expect pupils to behave in a particular way, we have a responsibility to explicitly teach, model and reinforce that behaviour.

Pupils should receive honest, sensitive and constructive feedback about their learning and behaviour.

3. Being Assertive

Teachers have the right to teach and pupils have the right to learn.

Pupils and staff have the right to feel safe in school.

Parents and carers have the right to feel welcome and to know that their children learn and play within a safe, friendly and supportive environment.

Violent, abusive or anti-social behaviour will not be tolerated.

To promote consistency and staff confidence, adults are provided with de-escalation scenario lanyard prompts incorporating the school's agreed de-escalation strategies and Three Rs approach. These provide practical guidance and agreed language for responding to common behaviour situations and should be used alongside the Behaviour Response System and professional judgement.

BEHAVIOUR RESPONSE SYSTEM

At St Thomas More Catholic Primary School, we believe that positive behaviour is best promoted through calm, consistent and restorative practice. To ensure consistency across the school, all adults follow the school's agreed Behaviour Response System.

The Behaviour Response System provides a clear, graduated response to behaviour, enabling pupils to recognise the impact of their actions, regulate their emotions, make positive choices and repair relationships.

The system should be used alongside professional judgement. Reasonable adjustments will always be made where appropriate to meet the needs of individual pupils, particularly those with identified SEND or additional needs.

Where behaviour presents an immediate risk to the safety or wellbeing of others, staff may move directly to a later stage of the system or seek immediate support from the Senior Leadership Team.

Stage 1 – Reminder

A calm reminder of the school's expectations to be Ready, Respectful and Safe, allowing the pupil the opportunity to self-correct and return to positive learning behaviours.

Stage 2 – Warning

A clear warning is given, identifying the behaviour that needs to change and explaining what will happen if the behaviour continues.

Stage 3 – Last Chance

The pupil is given a final opportunity to make a positive choice. Staff continue to communicate calmly, respectfully and consistently.

Stage 4 – Reset

Where appropriate, the pupil is given time and space to regulate, reflect and prepare to return successfully to learning. The purpose of this stage is to support emotional regulation rather than punish behaviour.

Stage 5 – Repair

A restorative conversation takes place once the pupil is ready. This enables the pupil to reflect upon what happened, consider the impact of their behaviour on others, repair relationships where appropriate and identify how they can make a better choice in the future.

Stage 6 – Further Support

Where behaviour continues despite reminders, regulation and restorative conversations, additional support and intervention may be required. This may include communication with parents or carers, behaviour monitoring, restorative tasks, individual behaviour targets, pastoral support or reasonable adjustments. The purpose of this stage is to identify patterns of behaviour and provide additional support before concerns escalate.

Stage 7 – Leadership Support

Where behaviour persists despite intervention, or where an incident is serious in nature, support should be sought from a member of the Senior Leadership Team. Leaders will work alongside staff to determine appropriate next steps, engage parents or carers where necessary, consider additional interventions and ensure that responses remain consistent, proportionate and in line with statutory guidance.

APPLYING THE BEHAVIOUR RESPONSE SYSTEM

The Behaviour Response System represents the school's usual graduated approach to behaviour management and is intended to promote consistency across the school.

It is not designed to replace professional judgement. Staff may repeat stages, move between stages or bypass stages where behaviour is sufficiently serious, presents an immediate risk to safety or where a pupil's individual needs require an adapted response.

At every stage, adults should seek to regulate, restore relationships and return pupils to learning as quickly as possible while maintaining a safe, calm and respectful environment for all.

Adult Responses and Consequences

Consequences form part of the Behaviour Response System rather than operating as a separate system. Where a consequence is appropriate, it should be proportionate, purposeful and connected to the behaviour concerned.

The purpose of a consequence is to support a pupil to understand their choices, recognise their impact and successfully return to positive behaviour. Consequences should not be used to humiliate, shame or unnecessarily escalate a situation.

Consequences and corrective conversations should, wherever possible, be delivered calmly, privately and respectfully, protecting the dignity of the pupil.

Adults are expected to model the behaviour and emotional regulation that we ask of our pupils.

Shouting at individual pupils or whole classes is not an acceptable behaviour management strategy.

Adults should use calm, clear and assertive communication and the school's agreed de-escalation approaches.

This does not prevent an adult from raising their voice where immediately necessary to gain attention or prevent harm. For example, an adult may need to give a loud, clear instruction where there is an immediate safety risk. This is distinct from shouting as a means of managing behaviour.

Where an adult requires additional support to manage behaviour safely and effectively, support should be sought through the Behaviour Response System.

RECOGNITION AND POSITIVE BEHAVIOUR

Ready, Respectful and Safe Recognition

Raffle tickets are used throughout the school to recognise pupils who demonstrate our three expectations of **Ready, Respectful and Safe**.

When awarding a ticket, the member of staff writes the pupil's name and identifies the expectation they have demonstrated – **Ready, Respectful or Safe**. Wherever possible, the adult should tell the pupil specifically what they have done to earn the ticket, reinforcing the positive behaviour we want to see repeated.

Each class has **one recognition wallet**, displayed within the classroom, where pupils place the tickets they have earned.

At regular points, classes bring their recognition wallets together and add their accumulated tickets to the school's **whole-school reward bowl**. The large transparent bowl is displayed prominently so that pupils can see their collective progress as it gradually fills.

Markers on the bowl represent agreed whole-school reward points. **When the tickets reach a reward marker, the reward is automatically earned by the whole school.** Rewards may include experiences such as extended playtime and are designed to celebrate the collective contribution pupils have made towards creating a school that is Ready, Respectful and Safe.

Alongside the collective reward, individual achievement is recognised each half term. Within every class, the pupil who has earned the highest number of tickets for each expectation will be recognised as the **Ready, Respectful and Safe highest earner**. A pupil may achieve the highest total in more than one category and, where this happens, will receive each award they have earned.

The half-term highest earners will take part in an **Exceptional Half-Term Reward** together. This may include experiences such as a park visit, cooking or creative activities, with the group involved in choosing their reward where appropriate.

This approach enables every ticket to have two purposes: **recognising an individual pupil's positive choice and contributing towards a shared whole-school success.**

House Points

House Points operate alongside, but separately from, the Ready, Respectful and Safe raffle system. House Points may be awarded to pupils demonstrating the school's expectations as well as wider positive attributes commonly developed through sport and collaborative activity, including:

- Teamwork;
- Communication;
- Leadership;
- Cooperation;
- Resilience;
- Encouragement;
- Perseverance; and
- Positive contribution to a group.

House Points can be awarded by adults within classrooms and throughout the wider school environment.

Although pupils continue to belong to their individual Houses, there will also be a strong emphasis on collective class contribution. Each week, the class that has collectively contributed the highest number of House Points will be recognised and celebrated, regardless of the individual House colours to which those points have been awarded. This encourages pupils to recognise that their individual choices contribute to their class and wider school community. Positive contributions may be recognised within lessons but also around the school, including during transitions, on stairs and corridors, at lunchtime, during assemblies and when representing the school.

Teachers may recognise individual Houses where appropriate while also celebrating the collective contribution made by the whole class.

House Points will culminate in an end-of-year Festival of PE, led by Mrs Gowing, providing an opportunity to celebrate participation, teamwork and positive contribution across the school.

Wider Recognition

Positive behaviour, effort, achievement and contribution will also continue to be recognised through:
Star of the Week;
Attendance Awards;
Top Table Awards for positive lunchtime behaviour and table manners;
Sharing pupil achievements with parents and families through the Weekly Roundup, school website and other school communications.

RESTORATIVE APPROACHES: TIME TO REFLECT

The Restorative Approach to dealing with incidents and managing behaviour reflects the ethos of our Catholic school, deeply rooted in the Gospel values of respect, forgiveness and reconciliation.

Restorative practice particularly underpins Stage 5 – Repair of the Behaviour Response System.

The purpose of restorative conversations is to enable pupils to reflect upon their behaviour, take responsibility for their choices, understand the impact those choices may have had upon others and identify how relationships or situations can be repaired.

The process allows those involved to have their voices heard and their thoughts and feelings recognised. Depending upon the pupil, situation and their readiness to engage, restorative questions may include:

What happened?
What were you thinking or feeling at the time?
What do you think about it now?
Who has been affected?
How have they been affected?
What needs to happen to make things right?
What could you do differently next time?

Restorative conversations should take place when a pupil is sufficiently regulated and ready to engage. They should not be used to require an immediate apology or discussion from a pupil who remains dysregulated.

ZONES OF REGULATION

St Thomas More uses the Zones of Regulation as one approach to support pupils to recognise and understand their emotions, develop self-awareness and identify strategies that can support regulation. Pupils are supported to understand that experiencing different emotions is a normal part of life and to develop strategies appropriate to their individual needs. Further information about the Zones of Regulation and the approaches used within school can be found in Appendix C.

PARENTS AND CARERS

The school recognises the vital role that parents, carers and families play in supporting children's behaviour, wellbeing and development. Positive relationships between home and school are built upon open communication, partnership and mutual respect. Parents and carers are encouraged to support the school's expectations of Ready, Respectful and Safe and to work alongside school where additional behavioural or pastoral support is required.

PASTORAL SUPPORT FOR PUPILS

Where a pupil requires additional support with behaviour, the school will work in partnership with the pupil and their family to identify appropriate strategies and interventions. Support may include pastoral intervention, individual targets, reasonable adjustments, adapted approaches, support from the SENCO or Inclusion Team and, where appropriate, involvement from external professionals or services. The purpose of additional support is to understand the factors influencing behaviour and support the pupil to successfully access learning and school life.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The school recognises that behaviour may be associated with an underlying or identified special educational need or disability.

Where behaviour gives rise to concerns about a pupil's needs, staff will work with the SENCO and parents or carers to consider whether further assessment, support or referral may be appropriate. The school will make reasonable adjustments where required and will consider a pupil's SEND, communication needs, developmental level and individual circumstances when applying this policy. Having SEND does not mean that expectations of safety and behaviour cease to apply. Rather, pupils may require additional teaching, adaptation or support to understand and successfully meet those expectations.

RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE

St Thomas More Catholic Primary School is committed to minimising the need for restrictive intervention. Positive relationships, appropriate provision, reasonable adjustments, early intervention, de-escalation and effective behaviour support should be used wherever possible to prevent situations from escalating. There are, however, circumstances in which trained or authorised members of staff may need to use reasonable force in accordance with the law and current Department for Education guidance.

Any use of force must be reasonable, proportionate and no more than is necessary in the circumstances. Restrictive intervention must never be used as a punishment or as a means of deliberately causing pain, suffering, humiliation or distress. Particular consideration will be given to the needs and vulnerabilities of individual pupils, including pupils with SEND, disabilities, communication difficulties or other additional needs. Where a pupil is known to be at increased risk of requiring restrictive intervention, appropriate individual planning and preventative strategies should be considered. Following an incident, the immediate physical and emotional wellbeing of the pupil and staff involved will be considered and appropriate support provided. Significant incidents involving the use of force, and incidents of seclusion where applicable, will be recorded and reported in accordance with statutory requirements and current Department for Education guidance.

Parents and carers will be informed in accordance with those requirements, subject to any exceptional circumstances provided for within the statutory framework.

Incidents will be reviewed to consider what happened before, during and after the event and whether any changes to provision, support, risk assessment or preventative strategies are required.

The school will maintain appropriate oversight of restrictive interventions to identify patterns, ensure practice remains lawful and proportionate and consider whether further support or preventative action is required.

SITE SAFETY AND SECURITY

The school maintains appropriate access-control arrangements to safeguard pupils, staff and visitors and to ensure the security of the school site. The main school access doors and access to St George's Room include magnetic locking systems as part of the school's health, safety and safeguarding arrangements. Access and egress arrangements must operate in accordance with the school's fire safety procedures and current fire risk assessment. Magnetic locking systems connected to the fire alarm system are designed to release as required in an emergency. These security arrangements are not used as a behavioural sanction or punishment.

EQUAL OPPORTUNITIES

The school recognises its duties under the Equality Act 2010 and is committed to ensuring that pupils are not placed at a disadvantage because of a protected characteristic. Behaviour expectations apply across the school, while approaches, support and responses may be adapted to take account of individual circumstances and the school's duty to make reasonable adjustments.

RECORDING INCIDENTS

CPOMS is used to record serious or repeated behaviour concerns and other incidents requiring a formal school record.

This may include:

serious or repeated disruption;
incidents resulting in injury;
safeguarding concerns;
racist incidents or remarks;
discriminatory incidents or language;
homophobic, biphobic or transphobic incidents or remarks;
serious behaviour in class or on the playground;
relevant contact with external agencies; and
other significant incidents identified by school leaders.

Where appropriate, class teachers are expected to be the first point of contact with parents and carers regarding emerging behaviour concerns.

Most behaviour can be successfully managed at classroom level through consistent expectations, restorative practice and the Behaviour Response System (Appendix A).

Where behaviour does not improve despite these interventions, where a pattern emerges or where additional support is required, concerns should be escalated appropriately.

Some incidents are sufficiently serious to require immediate involvement from the Senior Leadership Team. Staff should refer to Appendix B – Behaviours Requiring SLT Involvement for guidance regarding immediate referral and escalation.

Records relating to restrictive interventions, use of force and seclusion will additionally comply with the specific statutory recording and reporting requirements applicable to those interventions.

PARENTAL CONTACT

The school values its partnership with parents and carers.

Families may be contacted by telephone, email, text, letter or through a meeting where appropriate. Where concerns arise, school and families should seek to work together to understand the issue and agree an appropriate way forward. Relationships at St Thomas More are based upon mutual respect. This expectation applies equally to communication between pupils, staff, parents and carers.

SEARCHING, SCREENING AND CONFISCATION

Searching, screening and confiscation will be undertaken only in accordance with current legislation and Department for Education guidance. The Headteacher and authorised members of staff may search pupils and their possessions in circumstances permitted by law and may confiscate prohibited items or other items identified within the school's rules. Where a search or confiscation raises a safeguarding concern, the school's safeguarding procedures will be followed.

RACIST AND DISCRIMINATORY INCIDENTS

Racism, discrimination and discriminatory language are not tolerated at St Thomas More Catholic Primary School.

Incidents will be responded to appropriately, recorded on CPOMS and communicated to parents or carers where appropriate.

Racist incidents will be monitored and reported to the Governing Body in accordance with school procedures. The school's response will seek both to address the seriousness of discriminatory behaviour and to educate pupils so that they understand its impact and develop respectful attitudes and behaviour.

SUSPENSION AND PERMANENT EXCLUSION

Suspension and permanent exclusion are serious measures and will be considered in accordance with current statutory Department for Education guidance. Only the Headteacher, or the person formally acting in that role, may suspend or permanently exclude a pupil.

A decision to suspend or permanently exclude will be lawful, reasonable, fair and proportionate and will take account of the individual circumstances of the pupil and incident.

Where appropriate, the school will consider whether additional support, reasonable adjustments or alternative interventions could address concerns. However, there may be circumstances where suspension or permanent exclusion is necessary, including in response to a serious incident or persistent breaches of the school's behaviour expectations.

Parents and carers will be informed of decisions and their rights in accordance with statutory requirements.

Following a suspension, the school will support the pupil's successful reintegration. This may include a reintegration meeting, restorative work, reviewing existing provision or support and agreeing strategies intended to reduce the likelihood of further incidents.

The Governing Body will fulfil its statutory responsibilities in relation to suspensions and permanent exclusions and will monitor their use to support fair and consistent practice.

MONITORING AND REVIEW

The Senior Leadership Team is responsible for supporting the consistent implementation of this policy. The Headteacher and Governing Body will monitor behaviour across the school, including patterns of serious incidents, suspensions and permanent exclusions, discriminatory incidents and restrictive interventions where applicable.

The policy will be reviewed in accordance with the school's agreed policy-review cycle and sooner where changes to legislation, statutory guidance or the needs of the school make this necessary.

At St Thomas More Catholic Primary School, behaviour is everyone's responsibility. Through high expectations, positive relationships, explicit teaching, consistent recognition and calm, restorative responses, we aim to ensure that every pupil is supported to be:

READY • RESPECTFUL • SAFE



Appendix B

Behaviours Requiring SLT Involvement

At St Thomas More Catholic Primary School, we believe that positive relationships between staff, pupils and families are essential in promoting high standards of behaviour. Where appropriate, class teachers will be the first point of contact for parents and carers regarding behaviour concerns and will work collaboratively with families to address issues at the earliest opportunity.

Most behaviour incidents can be successfully resolved through quality-first classroom practice, restorative conversations, consistent application of the behaviour policy and communication with parents and carers. Where behaviour concerns persist despite these interventions, or where a pattern of behaviour emerges, the matter may be escalated to a member of the Senior Leadership Team for further support, monitoring and intervention.

However, some behaviours are of such a serious nature that they require immediate involvement from SLT. These incidents must be reported to SLT as soon as possible and recorded on CPOMS.

Behaviour	Possible Response
Physical aggression towards another pupil	Parent/carers contact, restorative meeting, internal suspension, fixed-term suspension or permanent exclusion
Physical aggression towards an adult	Parent/carers contact, internal suspension, fixed-term suspension or permanent exclusion
Deliberate damage to school property or vandalism	Parent/carers contact, restitution where appropriate, internal suspension or fixed-term suspension
Racist, discriminatory or prejudicial language, behaviour or incidents	Parent/carers contact, CPOMS recording, restorative work, internal suspension or fixed-term suspension
Sexual harassment, sexualised behaviour or sexual abuse	Safeguarding procedures, parent/carers contact, risk assessment and suspension considerations
Bullying, including repeated targeted behaviour towards an individual	Parent/carers contact, restorative work, behaviour support plan and/or suspension considerations
Verbal abuse directed towards staff or pupils	Parent/carers contact and appropriate sanction determined by SLT
Serious challenge to authority or behaviour that significantly disrupts the safety or learning of others	Parent/carers contact and appropriate sanction determined by SLT
Theft, extortion or intimidation	Parent/carers contact, safeguarding consideration and appropriate sanction determined by SLT
Leaving a supervised area (absconding) or behaviour creating a significant safety risk	Immediate SLT involvement, parent/carers contact and risk assessment review
Any incident requiring Positive Handling	Immediate SLT involvement, CPOMS recording and parent/carers contact
Repeated serious behaviour incidents despite classroom and pastoral interventions	Review of support strategies, behaviour plan and consideration of additional interventions

Following any incident requiring SLT involvement, the school may contact parents/carers, complete restorative work, review support plans or risk assessments, implement additional behaviour support measures, or consider internal suspension, fixed-term suspension or permanent exclusion in line with statutory guidance and school policy.

All responses will be proportionate to the circumstances of the incident, taking into account the age, understanding, individual needs and any identified SEND of the pupil concerned.

Appendix C

ZONES OF REGULATION

The Zones of Regulation is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guiding them towards strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone

This is used to describe **low states of alertness** and down feelings, feeling slow such as when we feel sad, tired, sick

Green Zone

This is used to describe **a calm state of alertness** such as happy, focused, content, ready to learn.

Green Zone is where optimal learning occurs.

Yellow Zone

This is used to describe **a heightened state of alertness** and elevated emotions we may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness.

Red Zone

This is used to describe **extremely heightened states of alertness** and **intense emotions**.
A pupil may be elated, euphoric or experiencing anger, rage, explosive behaviour, devastation, or terror.