



ST THOMAS MORE CATHOLIC PRIMARY SCHOOL LUMEN CHRISTI CATHOLIC MULTI ACADEMY



Adopted Autumn 2025

To be reviewed Autumn 2026

Signed by the Chair of Academy Committee:

Date: 13.10.25

Christ is the centre of our school community where we live, love and learn together.



Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice

BEHAVIOUR POLICY

At St. Thomas More Catholic Primary, we aim to create a safe, respectful, and nurturing learning environment where all pupils and staff feel valued, supported, and challenged to achieve their full potential. We have high expectations of our pupils' behaviour, in line with the school values, mission statement and ethos.

"Christ is the centre of our school community where we live, love and learn together".

As a staff, we are aware that well planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour.

personal responsibility. The policy seeks to ensure that every pupil understands the importance of developing and maintaining positive relationships, and the consequences for behaving inappropriately. This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and disability \(SEND\) code of practice](#)





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In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

This policy should be read alongside the school's safeguarding policy - the school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Our School Rights and Responsibilities

There are four basic rights for both adults and children in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions:

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values - particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy. It is the role of all in the school to create an environment in which learning and teaching can take place.

All staff are called through their vocation to model Christian values and show children through example what is expected of them to promote and maintain community cohesion. Behaviour of our pupils sets them up for life. How they learn to handle and respond to situations will impact on them greatly, not just here at St. Thomas More but as they move on and grow to be good citizens of the future.

Child on Child Abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers:

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below.(section 33).





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Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSiE section 32 2025)

St Thomas More school staff who work with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Zero-tolerance approach to sexual harassment and sexual violence.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

Responding to a report, carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Anti-bullying

In St. Thomas More Catholic Primary School, we hold dear the fact that:

"Christ is the centre of our school community where we live, love and learn together".

If we are to be true to this aim, bullying, in any form, is totally unacceptable. To be sure that bullying does not feature in our school community we must clearly identify what constitutes bullying. Bullying is deliberate, conscious, hurtful behaviour that is sustained and/or repeated over time. It features behaviour where one individual, or a group of individuals, use power to intimidate another individual.





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Bullying can be:

- Physical - hitting, kicking, pinching, taking others belongings
 - Verbal - name calling, insults, teasing
 - Emotional - spreading nasty stories, exclusion from social groups
 - Cyber - bullying via the internet, mobile phone, digital devices
- Bullying can happen in all walks of life - pupils, adults, staff members.

In our school bullying does not include:

- One off acts of aggression on the spur of the moment
- Retaliation
- Accidental hurts caused through acts of thoughtless acts or words

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Class • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites





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Strategies for encouraging positive behaviours

As staff, we are conscious of our need to support one another and to set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our PRE and R.E Strategy and through the example we give as a staff.

At St Thomas More Catholic Primary school, we encourage all children and staff to follow the School Rules.

The rules are as follows:

1. Follow instructions straight away
2. Keep hands, feet and objects to yourself
3. Use positive language

During lessons, children are expected to:

- Use good manners
- Use laptops and other technology sensibly and for the correct purpose
- Listen to the teacher and follow any instructions to the best of their ability
- Sit correctly and not rock on their chairs: four chair legs and two feet should be on the ground
- Not mess or fiddle with things on their tables
- Put their hand up to answer or ask a question unless instructed not to
- Produce work to the best of their ability
- Work politely with others
- Use any equipment sensibly and respect their environment
- Focus on their own work and not distract others
- Drink water during the independent part of the lesson
- Keep their hands and feet to themselves
- Tidy up after themselves at the end of the school day

Rewarding positive, respectful behaviour

The ethos of the school and the high-quality relationships between pupil and pupils, pupil and staff, staff and parents, all support positive behaviour. Expectations demand that children receive praise; genuine and regular, thanks and gratitude and positive comments.

To ensure that everyone understands what is expected and how rewards will be distributed the following must be set:

- Class rules are determined between pupils and teacher at the start of every school year as part of our PSHE lessons.
- School rules which are determined between adults in consultation with governors, parents, pupils, agreed, shared consistently applied and revisited.

Rewards will consist of:

- Stickers
- House Points system





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- Termly non uniform days as reward for winning house teams
- Positive messages home through informal chats with parents or messages to celebrate good work, kindness, good behaviour
- Class rewards will be given at the discretion of the Class Teacher linked into class behaviour system that is in place (Dojos, marbles, raffle tickets etc.)
- Visits to the phase/subject lead, Principal or Assistant Principal to show good work or have a sticker or certificate for exceptional positive behaviour etc.
- Certificates given during weekly Gift of God assemblies.

Consequences (sanctions)

At St Thomas More, all children start the day with a 'clean slate'. Everyone starts the day afresh. Of course, staff may have to deal with incidents of inappropriate behaviour from the previous day, but the sense is that children embrace a new school day, expectant to be treated fairly and with respect.

To reinforce positive behaviour, children have a visual representation of the 'clean slate' referred to above. They can move up and down between the bands throughout the day.

All the children start the day on orange and move their name up when an adult sees them really working hard or making good choices. If a child works exceptionally hard or is an outstanding role model, they may move onto Gold. When this happens, children will go to the Principal/Assistant Principal to receive a certificate. For undesired behaviour, children move down to pink, blue and finally red. Pupils are encouraged to think about their behaviour at each stage and work hard to move out of the zones below orange.

If a child reaches blue, they will be sent to another class and their teacher may inform parents /carers at the end of the school day if appropriate.

If a child reaches red, SLT will talk to the child and they will be out of class for a fixed period and/or miss some time on the playground.

Gold
Go to the Principal's Office, certificate, gold token worth 10 House points
Silver
Sticker, silver token worth 5 house points
Green
You are going the right way - Keep it up!
Orange
Everybody Starts Here - Get ready!
Pink
Warning - You need to think about how you can improve your behaviour.
Blue
You are going the wrong way. Spend 10 minutes in another class/miss some time on the playground. Class teacher inform parents if required.
Red
Go to VP/Principal/Phase Leader. Fixed term out of class (AM/PM). Parents informed. Incident recorded on My Concern





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If a child shows continuous inappropriate behaviour or causes purposeful physical harm to another child, then an exclusion will be considered. If a child is at risk of purposefully harming another child or an adult or themselves then an exclusion will be considered. Exclusions may also be considered if a child refuses to comply with the teacher's instructions and puts themselves at risk of harm. All exclusions are discussed with parents so they know the reasons (see exclusions policy).

We feel only serious incidents should be referred to the principal or leadership team (in the Principal's absence) as we believe that nearly always problems are best dealt with by the class teaching staff through the use of the traffic light system and assertive discipline. In extreme circumstances other measures will be taken, especially if we feel that the health and safety of others is compromised.

We use an electronic behaviour management system (My Concern). This password protected system enables staff to log any behavioural incidents and outcomes. This also enables school to track and cause for concerns, repeat behaviours, including those involving other children, and support all children appropriately (see anti-bullying policy).

With persistent inappropriate behaviours we would implement Framework for Intervention and call parents in for half-termly meetings. Individual cases would be reviewed by The Special Needs Coordinator, Principal and other agencies as appropriate i.e. the Educational Psychologist (EP) and Behaviour Support Services (BSS). Initial consequences such as fixed term exclusion and lunch time exclusions will be implemented if children's safety is compromised. We will also consider further support e.g. Early Help to support with behaviour management strategies at home if this is requested by parents.

Break times

Pupils who are not following the school rules during break times are dealt with by the teacher/staff member on duty. The children will be sanctioned in line with the poor behaviour sanctions above.

Lunchtimes

Lunchtime Supervisors are on duty at lunchtimes. Lunchtime staff will follow the behaviour policy in the same way as the rest of the school staff. More serious incidents will be referred to a Senior Leader immediately. Children may be awarded house points for good behaviour.

Breakfast and afterschool club

Children are expected to follow the school rules at all times during their school day - including breakfast and after school clubs. Pupils who are not following the school rules during these times are dealt with by the staff member on duty. More serious incidents will be referred to a Senior Leader immediately.

If a child continues to behave inappropriately, the school reserves the right to withdraw the place.





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Supporting Pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

When considering a behavioural sanction for a pupil with SEND, the school will ask:

- Whether the pupil was unable to understand the rule or instruction,
- Whether the pupil was unable to act differently at the time as a result of their SEND, or
- Whether the pupil is likely to behave aggressively due to their particular SEND.





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If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Reasonable Adjustments

It is important to recognise that, at times, there may be children who have such significant needs that we need to make reasonable adjustments for them with regards to the behaviour policy. The consequences and sanctions may be applied differently or alternative actions may be taken. These will always be in discussion with the parents, and children, first.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing harm to himself/herself or others
- Committing an act which risks harm to other people

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be recorded on our online reporting system (My Concern)

Key staff have received positive handling training.

Roles and Responsibilities

The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

At St. Thomas More School there is a collective responsibility for behaviour management within the school.

All staff are responsible for:

- Implementing the behaviour policy consistently
- Managing behaviour within their classroom and around school
- Modelling positive behaviour





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- Being aware of the sanctions and positive reinforcement
- Apply the procedures written within this policy, positively and consistently.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Informing parents either face-to-face or by telephone on the same day
- Liaising with other staff where there is a behaviour concern
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Work collaboratively with the school to reinforce positive behaviour expectations for their child
- Support their child in adhering to the pupil code of conduct and behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Informal discussions take place between staff and parents when initial concerns are raised
- Parents are involved formally when the Principal deems necessary
- Ensuring that their children attend school regularly (Article 28 RRSA)
- Ensuring that their children arrive at school punctually
- Ensure that children are in the correct uniform everyday
- Taking an active part in their children's learning, giving due importance to homework, hearing reading, assisting in learning of tables and spellings etc.
- Providing support for the discipline within the school and for the teacher's role
- Accepting responsibility for the conduct of their children.

School Standards Committee

The SSC is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

