

**St Thomas More Catholic Primary school,
Saffron Walden**



PUPIL BEHAVIOUR POLICY

Policy No. STM-006

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BEHAVIOUR POLICY

1. Introduction

- 1.1. In line with the Equality Act 2010, our school is committed to:
 - a) Eliminating unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
 - b) Advancing equality of opportunity between people who share a protected characteristic and those who do not.
 - c) Fostering good relations between people who share a protected characteristic and those who do not.
- 1.2. This Behaviour Policy aligns with the Department for Education (DfE) guidance: Behaviour in Schools and is underpinned by our commitment to safeguarding and promoting the welfare of all pupils.
- 1.3. Our Catholic values and the PSHE curriculum, which emphasise self-belief and tolerance, inform our approach to behaviour management. We recognise that all children are unique, and behavioural incidents are addressed on an individual basis within a consistent framework. The school considers factors such as age, development, SEND, trauma history, bereavement, mental health needs, bullying, and home circumstances when responding to behaviour concerns. Our Trauma Perceptive Practice (TPP) training supports this approach.
- 1.4. Children learn to navigate social situations and may sometimes cross boundaries. In some cases, behaviour can be complex and unpredictable. The school's role is to manage these situations sensitively yet firmly, ensuring support for children, families, and staff.
- 1.5. This policy should be read alongside the following documents, available on our website:
 - a) Governing Body's Written Statement of Behaviour Principles
 - b) Safeguarding & Child Protection Policy
 - c) Complaints Policy
 - d) SEN Policy
 - e) Staff Contact Details – Key Personnel for Concerns

2. Creating a Positive Classroom Ethos

- 2.1. All staff model positive, firm, fair, and consistent behaviour management.
- 2.2. Teaching is engaging, ensuring children remain on task and experience achievement and pride.
- 2.3. All staff take responsibility for the well-being of all pupils, proactively praising positive behaviour.
- 2.4. Our RE and PSHE curriculum support the development of social skills. Circle Time is used to address social and behavioural matters constructively.

3. Encouraging Good Behaviour

- 3.1. Staff reward effort, positive behaviour, and good work.
- 3.2. Each class uses its own reward system, e.g., Star of the Day/Week, Table Points.

- 3.3. House Points promote teamwork and recognise behaviour reflecting school values. Our four houses are: St Bernadette, St Teresa, St Francis, and St Peter.
- 3.4. The Gold Book highlights exceptional behaviour and work.
- 3.5. The Headteacher and SLT recognise and celebrate pupil achievements.
- 3.6. Praise stickers and points are regularly awarded, with recognition during Friday Assembly.
- 3.7. The Class Council enables pupils to take responsibility for their behaviour and decision-making.

4. Sanctions

- 4.1. While rewards are central to behaviour management, sanctions ensure accountability. Effective sanctions:
 - a) Clearly explain why they are being applied.
 - b) Identify required behavioural improvements.
 - c) Avoid group punishment.
 - d) Distinguish between minor and major infractions.
 - e) Focus on the behaviour, not the child.
- 4.2. The following steps apply at St Thomas More Catholic Primary School:
 - a) **Step 1:** Verbal warning – opportunity to correct behaviour.
 - b) **Step 2:** Second warning – issued a yellow card (can be withdrawn if behaviour improves).
 - c) **Step 3:** Red card issued – sent to another class with work, recorded in the Behaviour Book, and loss of playtime/activity.
 - d) **Step 4:** Referred to the Headteacher – recorded in Behaviour Book, playtime/activity withdrawn.
 - e) **Step 5:** Further referral to the Headteacher – parents contacted, recorded in Behaviour Book.
- 4.3. These sanctions apply both on and off school premises, including school trips, sporting events, and school transport.
- 4.4. Children are encouraged to reflect on their behaviour, consider its impact, and work towards amends. Restorative meetings may be held if inappropriate behaviour persists.
- 4.5. For persistent antisocial, disruptive, or aggressive behaviour, interventions may include:
 - a) Review of curriculum, classroom management, or school procedures.
 - b) Specialist support (e.g., Educational Psychologist, Behaviour Support Services).
 - c) Behaviour Plan developed with the SENCO, teacher, and parents.

5. Playground Behaviour Management

Depending on the incident, staff may:

- a) Listen to both sides and facilitate apologies.
- b) Issue a short time out (e.g., sitting on a bench).
- c) Report minor incidents to the class teacher.
- d) Report serious or repeated incidents (e.g., bullying, racism) to the SLT, who may contact parents.
- e) Seek additional support from Middle/Senior Leaders or Headteacher (via Red Triangle System).
- f) Ensure any injuries are treated by a first aider, recorded in the Medical Tracker, and reported to parents (head/face injuries are always reported verbally).
- g) Create a Social Story or Behaviour Plan to support behaviour management.

6. Serious Behaviour Incidents

6.1. Incidents such as verbal/physical abuse, sexual harassment, racism, homophobia, bullying, possession of weapons, or discriminatory behaviour are handled as follows:

- a) Headteacher informed.
- b) Parents of all involved are contacted.
- c) Meeting with parents of the pupil(s) involved.
- d) Racist incidents are recorded on SIMS and monitored closely.

6.2. Possible Sanctions:

- a) Withdrawal of playtime/lunchtime privileges.
- b) Internal exclusion.
- c) Behaviour Plan developed with SENCO/Headteacher/Parents.
- d) Lunchtime suspension (reported to Governors and Local Authority).
- e) Suspension (reported to Governors and Local Authority).
- f) Permanent Exclusion (reported to Governors and Local Authority).

7. Physical Intervention – Use of Reasonable Force

7.1. St Thomas More Catholic Primary School follows DfE guidance on the use of reasonable force. Several staff members are trained in the use of Reasonable Force, and while parental consent is not required, parents are informed if it has been used.

7.2. Further Reading: [DfE Guidance: Use of Reasonable Force in Schools](#)

8. Review and Monitoring

This policy is regularly reviewed to ensure it remains in line with current legislation, best practice, and school needs. It is approved by the Governing Body and updated as required.