

# St Thomas More Catholic Primary School and Nursery

Oxford Road Kidlington OX5 1EA

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The  
Pope Francis Catholic  
Multi Academy Company



# St Thomas More Catholic Primary School and Nursery

## Behaviour Policy - In conjunction with the PFMAC Behaviour Statement

Author / Reviewed by Headteacher & Chair of Governors

Review date – July 2025

Approved by Governors

LGB meeting approval - ..25

Review date – March 2027

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## St Thomas More Catholic Primary School and Nursery Behaviour Policy

### Contents

1. Introduction and Aims
2. Policy implementation
  - Rights and responsibilities
3. Be Kind –
  - Behaviour expectations
  - Recognition and celebration
  - Bullying
  - Use of social media
4. Be ready
  - Attendance
  - Uniform
  - Zones of regulation
5. Be safe
  - Use of reasonable force
  - Prohibited items
6. Support
7. Sanctions
  - Graduated approach
  - Suspensions and Exclusions
8. Recording incidents – CPOMS
9. Governors

“Do all that you do with love.”

Mission -

We must live the Faith, not only with our words but with our actions.” We are committed to nurturing compassionate, knowledgeable and active citizens of the future, who will have the confidence to serve others, using their gifts and talents for the common good.

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The fundamental message in our school and wider community is to:



## **1. Introduction and Aims: The Conscious Discipline approach**

This policy sets out how the school will promote good behaviour, self-discipline, respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. It supports children in building self-esteem, self-awareness, and empathy through empowerment in a nurturing environment. Our behaviour policy embraces the Conscious Discipline model with the aims set out below.

At St Thomas More Catholic Primary School, we are a caring and inclusive school, and we aim for every member of our school community to feel valued and respected.

Our intention is to create an engaging learning environment which encourages positive attitudes and reinforces good behaviour.

Our school is where;

- everyone feels safe and secure
- where every member of the school community feels valued and respected
- where each person is treated fairly and well
- where the health and well-being of individuals is paramount.

(Catholic Social Teaching – The Dignity of the Human Person)

This policy sets out how the school will promote good behaviour, self-discipline, respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. It supports children in building self-esteem, self-awareness, and empathy through

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empowerment in a nurturing environment. Our behaviour policy embraces the Conscious Discipline model with the aims set out below.

Our policy is based upon consistent relational and restorative practices.

Feeling and being a part of a community is essential to building responsibility, willingness and co-operation. We have high expectations of all adults to recognise that **children's behaviour is communication**: through behaviour, children let others know their feelings, and their underlying needs. Adults recognise these needs and feelings while helping children to understand and manage their own behaviour.

Our aim:

- To promote a consistent positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos and a sense of belonging
- To create a consistent environment that expects, encourages, recognises, and celebrates good behaviour and one in which everyone feels happy and safe
- To help children develop emotional literacy, self-awareness, management of feelings, motivation, empathy, and social skills
- To further promote self-esteem, personal responsibility, tolerance of difference and positive relationships
- To support every child in reaching their potential through developing meaningful behaviours for learning across the curriculum, including helping children to overcome any obstacles to learning
- To encourage the partnership between home and school

## Our School Family

Our Conscious Discipline (CD) approach creates a compassionate school climate called the "School Family." Our school family is made up of "Class Families." This reinforces a sense of belonging that systematically bonds all members to each other. The School Family creates the building blocks of all relationships: safety and trust. We use daily interactions, especially during difficult moments, to build safety and trust, our aim is to create a School Family where all members are willing to let their guard down and truly connect. The School Family and the powers and skills of CD have a reciprocal relationship, each building on and strengthening the other. The School Family allows us to create a healthy school culture for

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us to work in and for children to learn in. More information about the Conscious Discipline approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey or alternatively at <https://consciousdiscipline.com/>

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

## 2. Policy Implementation

All school staff are responsible in implementing the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

### **Rights & Responsibilities:**

Staff have the right to -

- teach in a respectful and dignified environment
- work in a positive atmosphere
- feel safe
- be supported by other staff, parents and governors.

Responsibilities –

- The Senior Leadership Team (SLT) of the school are responsible in ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

All staff are responsible for –

- the modelling of good behaviour, positive relationships and dealing with incidents around school in a way that is fair to all children regardless of age, ability, gender, race, or faith.
- using Catholic Social Teaching themes to promote the principles of respect for human dignity, the common good, and solidarity, alongside promoting positive relationships, restorative justice, and responsible stewardship of resources.

Pupils have the right to -

- be taught in an environment that is conducive to good learning and free from disruptions
- be treated with respect and dignity
- feel safe

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Pupils have a responsibility to

- follow the school rules, as detailed within this policy
- show respectful and considerate behaviour to all members of the school community,
- ensure that their behaviour in lessons is conducive to their own and others learning
- move safely around the school site,
- maintain high standards of behaviour when they are out of school but remaining in school uniform (see further information below)

Parents have the right to -

- their children receiving a high-quality education designed to meet the individual needs of their child
- to be consulted and informed on the school policies relating to behaviour and safety should encourage their children to recognise the importance of education and learning

Parents have a responsibility to -

- ensure children arrive at school on time
- encourage their children to recognise the importance of education and learning
- be positive role models and show respect to all school staff both by their actions and their words.

Governors have the responsibility to -

- should ensure that the school fulfils this policy so that all can feel happy and safe.
  - everyone is treated with respect and fairness
  - pupils are able to learn and grow into knowledgeable and active citizens of the future.
- Our Equality Policy (PFMAC) is truly clear about our stand against racist and sexist language and every instance of this is recorded.

To support in implementing this policy, the following actions and expectations will be followed:

## BE KIND

### 3. **Behaviour expectations**

At St Thomas More Catholic Primary School, we want to create a positive, safe environment where pupils feel nurtured and allows all members of our family to feel valued.

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We expect pupils to be kind to each other and to adults. This would be in the way they talk and physically behave around the school. We expect respectful learning behaviours and social behaviours so children can learn in a safe, disruption free classrooms and behaviour in a safe way through the school day to ensure that no harm comes to them or others in our school family. In achieving this we use a number of different tools:

Class charter – The Classroom Charter is a promise that teachers, teaching assistants and children create together for how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict. The Class Charter is reviewed regularly in RHE lessons. The Class Charter will always be in line with our school values.

Safe spaces and prayer spaces – All classrooms have a Safe Space (often the reading corner is used for this purpose) and Prayer Table (for a small proportion of children with identified needs, a safe space may be outside of class such as the sensory room). The Safe Space is a comfortable place where children can go to change their inner state from upset to composed to optimise learning.

The Safe Space has tools and activities that lead children through the five steps of self – regulation: I Am, I Calm, I Feel, I Choose, I Solve.

- The 'I Am' step involves the initial upset when the child becomes the emotion. "I am angry!"
- The 'I Calm' step requires active calming, featuring the four main breathing techniques, access to a Friends and Family book, and other calming activities.
- The 'I Feel' step includes identifying the feeling with the Feeling chart.
- The 'I Choose' step requires the child to consciously choose additional calming activities utilising the 'I Choose Self-Control Board and/or class-made choice boards'.
- The 'I Solve' step involves the child solving the original problem before returning to work or play.

We have a sensory room for children who are dis – regulated. They will be supported by an adult to enable them to return to their classroom.

## Recognition and Celebration

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The emphasis is always on positive behaviour management. Children are motivated by positive recognition and specific attention paid to their efforts and achievements which should be noticed whenever possible for both learning and behaviour. Recognition will be given to children through naming the value which their behaviour or learning links to. The child will receive a value sticker for this so that the effort can be celebrated at home too. Two children are chosen from each class every week, for following the school values, to receive a certificate in a celebration assembly each Friday. The parents of the children are invited to see their children receive the award and celebrate alongside our school community.

At St Thomas More Catholic Primary School, we believe positive reinforcement is a powerful tool for fostering a productive, engaging, and supportive learning environment. It involves acknowledging and rewarding desired behaviours, which encourages children to repeat those behaviours' and develop a positive association with learning. Effective forms of positive reinforcement used in school include verbal praise, written notes, reward systems, and even simple gestures like a smile or a nod. House points reinforce good behaviour and effort and are recognised in assembly in the Celebration Assembly on a Friday. Teachers ensure that reinforcement is specific, timely, and meaningful to the individual child. Children also receive house points and these are celebrated at the assembly on a Friday.

By incorporating positive reinforcement into their teaching practices, teachers nurture a love of learning, promote good behaviour, and help children reach their full potential. It's a simple yet impactful way to empower children and create a thriving educational environment.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school this year will work to recognise that there are 2 types of incidents that can happen to pupils and that the two should be recorded separately:

1. Acts of Unkindness – these are a one-off incident that have caused harm to another member of the school community.
2. Acts of Bullying- this is where a child or group choose to purposefully and repeatedly bully another member of the community.

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Both incidents of unkindness of any kind and bullying are treated seriously at St Thomas More Catholic Primary School.

Pupils should report acts of unkindness and bullying by informing a member of staff. This is then logged through CPOMS, so they can be monitored. The information should also be passed to the relevant class teacher or member of SLT. Staff will investigate the allegations and decide on the best action.

The school will endeavour to resolve all incidents of harm through restorative principles. This decision is due to recognising the importance of educating children in making the right choices by making them aware of how and why others are affected by their choices.

The school will provide education in the PSHE curriculum in lessons, through the Ten:Ten programme, around the impact and consequences of bullying in its different forms. The teaching staff and SLT may use restorative process to deal with a relationship breakdown, as a means of supporting the 'victim' of bullying and educating the 'offender' of the consequences of such actions. You can request a restorative meeting by making contact with the class teacher in the first instance.

Please see further information in the school's anti-bullying policy.

## **Use of social media**

Below outlines expectations of use for all forms of social media for both school purposes and personal use that may affect the school, pupils or staff in any way. It is expected that when using social media, children will ensure that the following does not occur:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Reports of the misuse of social media should be directed to the SLT or Headteacher. It is expected that where children use social media platforms these are monitored by an adult

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and that they are responsible in the use of these platforms. The misuse of a social media platform will result in disciplinary sanctions.

## 4. BE READY

We see high attendance as an important factor in behaviour, as routines are set. Although it is not the child's responsibility, being in school at the start of the day helps the child be ready for learning.

**Uniform** - All members of staff will remind the pupils of what is expected as needed. Only school uniform is to be worn (including PE uniform on PE days), except on non-school uniform days or for individual child on their birthday. All children should wear black school shoes.

The PE kit consists of navy PE top with a logo and navy shorts.

For colder weather the children can wear navy tracksuit bottoms with logo and a navy hoodie. Children are expected to have appropriate shoes for PE.

**Routines** - Classroom routines are a fundamental source of high expectation, a scaffold for conduct, and a community vision of habits and behaviour. We ensure that routines are established for as many aspects of school life as possible from entering the school, walking around the corridor and general classroom routines that help the safety and flow of our learning environment.

Daily reminders of behaviour are reinforced and the use of the clapping 1, 2, 3 method prior to children moving from their seats, reminds the children of the expectations when moving through the school.

**Brain, start, smart** - The school day starts at 8.45am where children are expected to be in class completing a silent activity, such as spellings or reading. As the children enter the classroom, they will place their name within a zone from the zones of regulation. Any children who are in the red zone are immediately sought out by the adults in the classroom.

**Zones of Regulation** - The Zones of Regulation is a conceptual framework used to teach children self-regulation.

The Zones are used in every class and learning area across the school. This system is used to categorise complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones

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throughout the day and respond with appropriate intervention. The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

- **The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.
- **The Green Zone** is used to describe a regulated state of alertness. A child may be described as clam, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.
- **The Yellow Zone** is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.
- **The Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control. The whole class participate in the brain, start, smart activities to ensure children feel safe, secure and learning ready. 'Brain breaks' will be used throughout the day for children feeling overwhelmed or unsettled.
- The school day finishes at 3.15pm and children have quiet story time at 3.00pm, daily, before going home.

## 5. Be SAFE

- Everyone should feel safe at St Thomas More Catholic Primary School.
- Everyone is responsible for reducing the chances of getting hurt by their actions within the classroom, moving around the school in an orderly manner and avoiding physical contact where possible.
- Everyone is responsible for making sure the environment is safe.
- Everyone should be aware about what is allowed to be brought in to school and how it can be used.

### Use of reasonable force:

The use of physical contact, care, comfort, reassurance and Restrictive Physical Intervention (RPI). At St Thomas More Catholic Primary School, our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care.

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Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. School staff have received positive handling training / Team Teach.

Physical contact is necessary and justifiable when it meets the needs of the pupil. School staff recognise that physical contact is an integral part of the job, for example when teaching physical skills such as swimming and gymnastics, various forms of therapy, the administration of first aid and providing comfort, care and reassurance.

On occasions school staff may need to use reasonable force to prompt, guide or hold children. *“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control”* (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, 2012, pg 2) Staff do this in order to help children keep people safe. School staff maintain a duty of care and make decisions based on the best interests of the children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the child as the paramount concern.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child, it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan and share this with the parents.

## Prohibited items and searches

The following items are banned in school

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers & e -cigarettes
- fireworks
- pornographic images

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Where there is suspicion of these items being in school, pupils may be searched for them without their consent and without the consent of their parents as stated by within the law.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation> in deciding what to do with confiscated items.

The school will act in line with statutory guidance issued by the Department for Education. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

**Prevent** - In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. All staff receive Prevent training.

## 6. Support

All staff have a role to support children in both a proactive and reactive capacity. This support is carefully monitored and reviewed to ensure we have the appropriate resourcing, intervention and coaching in place for all our children. If required, SLT will call a Team around the Pupil (TAP) meeting which will culminate in an Individual Support Plan (ISP) being written.

This ISP will identify what support is required and by whom, to ensure effective provision is in place to meet individual need.

Examples of possible additional provision:

- Support from staff through delivery of interventions
- Adaptations in the classroom environment to meet their needs (wave 1)
- Referrals to external agencies
- Early Help Assessment (EHA) with our SLT.

Responsive work allows our children's behaviours to be met in a safe and identified space, with unconditional positive regard always offered. Anytime a member of the SLT is requested to support a child, there will be a detailed log of the call and follow up support (CPOMS). The aim of the support is to engage with the child and offer co-regulation strategies and be able to re-access their learning as soon as possible. Restorative conversations are always prioritised by the teacher who requested the support. If the child is unable to re-access the lesson from which they have left, the aim will be for the lesson work completed with the support of staff outside of the classroom.

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## 7. Sanctions

“Punishment doesn’t teach better behaviour, restorative conversations do!” Paul Dix

As each child is an individual, so each incident is treated on its individual merits, helping us build a picture of the individual and developing our approach to them. Parents and carers are a crucial part of this process and are involved when it is necessary and appropriate.

### **Graduated Approach**

We respond to unproductive or negative behaviour with gradual and graded strategies and interventions which aid de-escalation and serve to ensure a safe and purposeful learning environment for all. Resolving conflict, redirecting unproductive (or destructive) behaviour, and responding to antisocial behaviour in a just, productive and proportional way teaches children how to shape behaviour and eventually leads to the development of self-regulation skills. We use PACE (playful, acceptance, curious, empathetic) scripts and engagement in conjunction with other strategies.

All staff use a consistent way of informing pupils of consequences for example:

- What are they doing wrong – warning
  - The consequence of the behaviour on themselves and others
  - What you would like them to do next
- If a child has had a physical incident on the playground restorative language will be used to set targets for the following day.

All of our guidance, sanctions and restorative conversations with children will always relate back to our 3 fundamentals of ‘Be Kind, Be Ready, Be safe’:

The class teacher can ask the child to move to the Safe Place or Prayer Space in the classroom. If a child does not improve their behaviour choices, the member of SLT on duty will withdraw the child. Within this time, the member of SLT/Inclusion Team will discuss with the child how to repair their behaviours and provide them the opportunity to self-regulate.

The child will go back to class if demonstrating positive behaviours. If a child does not make positive behaviour choices following withdrawal from class, they are then placed in an appropriate room with adult support for the rest of the day.

Fitting the consequence to the child, the situation, and the context rather than a blanket approach supports equality and equity within our community. Sanctions can range from a ‘natural’ consequence of fixing something which has been broken to more formal internal or

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external exclusions. Consequences will always be proportionate with a view to correcting negative behaviour.

Parents will be invited to come into school following this to meet with SLT member and teacher to discuss behaviour choices and support for the following day. If a child is not in class, then work will be completed in a safe environment.

## **Behaviour choices resulting in uncompleted work**

Children who have not followed the behaviour expectations will be required to complete any work, where their behaviour has disrupted their learning. This will be completed at the earliest opportunity, either in the child's break or lunch time. The class teacher responsible for the child will always ensure that they have had a reasonable time to eat, drink and use the toilet.

Where learning has been missed in the afternoon, the child may be required to stay after school to make up for the time missed due to not following the rules for learning and this will always be in consultation with parents and carers. In most incidences, the time taken to finish uncompleted work will be no longer than 10 minutes.

However, the class teacher or senior leader will always consider the following when requesting that a child completes their work after school:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements.

Internal exclusions (where a child completes their work in school but under the supervision of a member of senior leadership team away from the child's usual class), will be to reinforce our message to 'be safe'. If a child leaves class without permission and without valid reason and subsequently refuses to access class or a safe space, an internal exclusion will be arranged.

## **Serious/significant Incidents**

- Verbal or physical abuse of staff or pupils
- Fighting
- Possession or use of alcohol/drugs/bringing into school dangerous items
- Deliberate damage to school or others' possessions
- Bullying, Sexualised or racist behaviour
- Making malicious unfounded allegations against a member of staff
- Walking out of class/school without permission

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## **School staff have the following support to deal with these behaviours:**

- Parent meetings
- Restorative Meetings
- Internal isolation
- Fixed term/ Permanent exclusion
- Governors' Panels

The school strongly believes in restorative process as a means of restoring relationships that have been damaged. If you have been involved in serious incident, you may well be asked if you would like to take part in a restorative meeting. All significant events will be recorded and reported. Records will be brief, precise, accurate and relevant. Any witness evidence will be in writing, signed and dated.

Teachers will contact parents to share what has happened and the steps to repair this behaviour choice the following day.

## **Suspensions and Exclusions**

The Headteacher has the discretion to deal with pupils who are displaying challenging behaviour but will do so consistently in the context of this policy. Exclusion is the most drastic step that any school can take, it contradicts the school's commitment to inclusion and is of necessity, reserved for the most serious cases.

The decision to exclude a pupil from the school is made only by the Headteacher or in his/her absence, the designated teacher in charge. Please refer to our Suspension & Exclusion Policy.

## **The power to discipline beyond the school gate**

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil 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.

# St Thomas More Catholic Primary School

Oxford Road Kidlington OX5 1EA



Headteacher: Mrs Julieann Exley



Tel: 01865 373 674

Email: [office@stthomas-more.org.uk](mailto:office@stthomas-more.org.uk)

Website: [www.st-thomas-more.oxon.sch.uk](http://www.st-thomas-more.oxon.sch.uk)

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying. St Thomas More Catholic Primary School will use the same set of sanctions in line with 'in school' behaviours for misbehaviours reported off site. Circumstances such as cyber bullying or misuse of social media platforms and communication via messaging apps will also be investigated, supported and sanctioned following procedures set out in this policy.

## 8. Recording and reporting procedures

All behaviour incidents are recorded on CPOMS. School staff will enter actions as soon as possible. When entering, staff will ensure they record facts only not emotions as documentation has a large audience including parents and outside agencies. There will be systematic tracking of pupils by, for example, gender and ethnic or natural origin; by cultural, religious or sexuality allegiance; and of pupils with special educational need or disability, 'looked after children', Ever6 & FSM and pupils 'at risk' known as Nurture Pupils. The Head Teacher will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour, for example, from analyses of logs of incidents. Records will be archived normally for 5 years but for 10 years in exceptional circumstances. Incidents where a child has needed restrictive physical intervention will be kept in school until the child's 25<sup>th</sup> birthday.

## Governors Behaviour Panel

Any pupil that has received 2 fixed term exclusions will be expected to appear before governors as part of their reintegration to the school. They are expected to account for their behaviour and sign a behaviour contract. All such pupils are monitored by SLT for up to 4 weeks following being called to the panel.

## 9. Governors

Governors will review this policy and ensure that it fits the PFMAC Behaviour Principles and the Ethos of our school, every other year.

Other Policies linked to The Behaviour Policy –

- Keeping Children Safe in Education
- Behaviour Principles - PFMAC
- Equality Policy - PFMAC
- Safeguarding Policy – PFMAC
- SEND Policy – PFMAC

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The  
Pope Francis Catholic  
Multi Academy Company

Headteacher: Mrs Julieann Exley



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- Anti – Bullying Policy
- Attendance Policy
- On – Line Safety Policy
- RSE Policy
- RHE Policy
- Suspension and Exclusion Policy
- Teaching & Learning Policy