

# St Thomas More Catholic Voluntary Academy



**Love One Another as I have Loved you.**

**John 13:34**

## Behaviour Policy

Policy Date:	September 2025		Headteacher
Policy Review Date:	September 2026		Charlotte Crosse
Ratified by Governing Body: Dr Bernard Attard and Dr Clare Macdonald			

### **Our Mission**

**'Love one another as I have loved you.'** *John 13:34*

**In service of God first. More inclusive, more resilient, more hopeful,  
more for the world**

Our mission at St Thomas More is to cultivate a community rooted in God's love, where love, respect, and kindness guide every interaction. We embrace inclusion, fostering an environment where every individual is valued and supported. Through empathy and compassion, we nurture strong relationships that promote resilience in the face of challenges. We are dedicated to inspiring a lifelong love of learning while strengthening the faith that empowers us to grow together. We strive to be a place where every child feels seen, heard, and appreciated, building a foundation for success and well-being for all.

### **Our Aims**

- To develop positive relationships through a restorative approach, which promote positive self-esteem, self-discipline and which establish clear expectations and routines for all members of the school community.
- Through clear expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and that support all members of the school community.
- Recognise the importance of effective and robust routines and teaching in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships, routines and behaviour policy and procedures.

We ask children to follow our five whole school rules and encourage the children to 'Strive For Five'.

- 1. To follow Jesus' Example**
- 2. Be Kind**
- 3. Be Polite**
- 4. Be Respectful**
- 5. Always Do Your Best**

### **The Restorative Approach – Building a positive community including rules and high expectations.**

Restorative approaches are based on four key principles: -

- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

### **Promoting Positive Behaviours**

We believe that pupils should behave because it is the right thing to do and not because they believe there will be a material benefit/extrinsic reward. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Staff congratulating pupils
- Letter / phone call
- Giving children stickers
- Arbor/Behaviour Points
- In class reward systems (cumulative class rewards e.g. marbles)
- Whole class rewards
- 'Star of the Week' awards based on demonstrating behaviours for effective learning
- Head Teacher's award.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

At St Thomas More CVA our aim is to create an environment in which children take responsibility for their actions and behaviour and develop self-regulation strategies

Children are positively reminded of expectations at the beginning of sessions and as needed throughout the day and non-verbal signals are used to help them keep on track.

If children are not making good choices in relation to their learning and behaviour, staff will share this with the child. The steps in this process are:

- Verbal Warning – Staff to explain what they expect the child to be doing and discretely tell the child that it is a verbal warning
- Warning – If the wrong choices are still being made, staff will, at the earliest opportunity, quietly and discretely remind the child what the expectations are. The child's name will then be noted down by the class teacher to record on Arbor
- Consequence – If the child is still showing the wrong choices after their warnings their name will be noted down by the class teacher to record on Arbor and they will miss 5 minutes of their breaktime or lunchtime to put things right OR the child will spend 5 minutes in another class.
- If the child continues to make wrong choices or there is a serious incident, they will be sent to work with the Headteacher or Deputy Headteacher or a member of SLT.



In line with our restorative approach, all children have the opportunity to put things right and show good learning behaviour.

### Reflection Room

During lunchtime each day, the Reflection Room will be used for restorative conversations. This will be staffed by a member of SLT. If a child is consistently receiving warnings and consequences in the classroom, they may be asked to spend some time in Reflection Room to discuss their behaviour. Reflection Room will also be used for children who have received more than one warning regarding behaviour during lunchtime. A lunchtime supervisor will give a verbal warning to remind the child of expected behaviours. If they do not meet behaviour expectations, they will then be given a warning and asked to go to the Reflection Room.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. Each class has a responsibility to promote a particular aspect of Catholic life in school and the wider community. These include, but are not limited to:

- Catholic Life Leadership Team
- Chaplaincy groups

- Eco-team
- CAFOD Club
- Mini Vinnies

### **Rewarding Positive Behaviour**

Classes will work collaboratively to earn whole class rewards. Systems may include collecting stars, marbles or pasta. Whole class rewards are discussed and chosen by the children in the class, and can include things like a movie afternoon or a class party. Once the children have worked together to achieve an agreed total, they will then receive the whole class reward and it will reset to work on choosing and earning their next reward, ideally one per half-term. This system promotes teamwork and encourages responsibility and accountability in a positive way.

### **Rewarding Positive Behaviours**

At St Thomas More CVA, we use the Arbor system to support our school community. Staff are encouraged to reward positive behaviours that go beyond being 'ready to learn', such as demonstrating resilience or kindness. Children's names will be recorded on Good Choices (1 point), Awesome Job (2 points) and Star Student (3 points). Pupils who receive a Star of the Week certificate in Celebration Assembly will receive 3 points. These totals will be recorded on Arbor.

Children will receive recognition and rewards at different milestones.

25 points – Add to whole class reward

50 points – Add to whole class reward

100 points – 5 minutes extra play and certificate

150 points – 10 minutes extra play and certificate

200 points - Drinks and biscuit with SLT and certificate

Children will accrue points individually and will complete an individual points tracker on a weekly basis, so they are aware of their achievements.

### **Dealing with Inappropriate Behaviour**

Incidences of inappropriate behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. Language from grown-ups is all positively framed and avoids shaming. All the people involved in an issue have the chance to have their say and become actively involved in the process.

Key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **Consequences**

All children will be supported to learn and understand that poor adherence to the rules in each situation will have consequences. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

At St Thomas More CVA, we recognise that all children are unique individuals and therefore we are flexible in the way we implement the policy. We adapt our approach to ensure it is suitable for the pupil's age, needs and level of understanding. The Behaviour policy may need to be adapted for individuals; pupils who have experienced trauma, those with low levels of emotional maturity or those with Special Educational Needs. Children identified as having significant social, emotional, or mental health needs (also incorporating Operation Encompass) may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Some children with social, emotional, or mental health difficulties require time to calm down/regulate and this is an important part of developing a child's self-management skills.

'Time out' or 'time in' can be offered to children before an incident is dealt with.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

### **Additional support for persistent challenging behaviour**

It is expected that for most children, an initial reminder or first warning is enough for the children to return to the expected behaviour. Where this behaviour continues the class teacher together with SENDCo / SLT will evaluate a child to determine whether they have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and / or others to identify or support specific needs.

### **Suspensions and permanent exclusions**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

### **Positive Handling**

Please see the positive handling policy.

### **The right to search a pupil.**

St Thomas More will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned by the school, for which a search can be made, or if the pupil has agreed.

#### **Prohibited items are:**

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

### **Conducting a search**

A search will be carried out only by the Headteacher, and those staff authorised by the Headteacher. Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, *pupils have a right to respect for their private life*. In the context of these rights and obligations, we understand and will facilitate a pupil's right to expect a reasonable level of personal privacy,

When exercising our power to search, we will consider the age and needs of pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before carrying out a search, we will ensure that the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed. School should always inform parents of any search for a prohibited item and the outcome of the search as soon as is practicable.

If the pupil refuses to co-operate, the member of staff will assess if it is appropriate to use reasonable force to conduct the search. Such force as is reasonable will be used to search for any prohibited items identified above, but not to search for items which are identified as banned items only in the school rules.

The staff member conducting the search will be the same sex as the pupil being searched, with another staff member present as a witness to the search.

**Related policies:**

Positive Handling Policy

Suspension and permanent exclusion policy

School Uniform