

ST THOMAS BECKET CATHOLIC SCHOOL

BEHAVIOUR POLICY

2026 - 2027

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1. Aims

This policy aims to:

- clearly set out how we expect pupils and adults to behave.
- encourage good behaviour and respect for others.
- secure an acceptable standard of behaviour of pupils.
- promote, among pupils, self-discipline and proper regard for authority.
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- provide clear guidelines to ensure consistency.
- identify roles and responsibilities for those involved with behaviour management
- support our pupils to recognise the need to behave in a Christian way and to understand their duty of contributing towards the building of a cohesive community.
- outline our system of rewards and sanctions.

At St Thomas Becket Catholic School, all behaviour management comes from a position of love and caring for community and those in it. Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best version of themselves', ultimately, we aspire to our young people becoming independent, self-disciplined, self-regulating learners. We will strive to ensure the right balance of rewards and sanctions to achieve this end.

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools - GOV.UK
- Searching, screening and confiscation in schools - GOV.UK
- Equality Act 2010: advice for schools - GOV.UK
- Use of reasonable force in schools - GOV.UK
- Supporting pupils with medical conditions at school - GOV.UK
- Keeping children safe in education - GOV.UK

It is also based on the SEND code of practice: 0 to 25 years - GOV.UK

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Vapes
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for reviewing and approving this behaviour policy. The governing board is also responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher 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. The headteacher (or those acting in the capacity of headteacher) can only make the decision to suspend/exclude a pupil.

4.3 Leadership team

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The senior leadership team will support staff in responding to behaviour incidents, and if necessary, calling home to arranging meetings where behaviour falls below expectations. Each Year group has an attached member of the Senior Leadership Team (SLT) to support the Raising Standards Leader (RSL) with behaviour.

4.4 Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Focusing on rewarding positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (firstly on Classcharts, major incidents on Microsoft forms)
- Provide parent/carer with information if a pupil is removed from a lesson for poor behaviour

4.5 Parents

The role of parents is crucial in helping the school develop and maintain good behaviour. To support the school, parents should get to know the school's behaviour policy. Parents have an important role in supporting the school's behaviour policy and should reinforce the policy at home as appropriate.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Read and sign the Home-School Agreement at the start of September (or when joining the school)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Parents must support the sanctions imposed by the school

5. Pupil code of conduct

Pupils are expected to follow the school's 3 main rules, which are Ready, Respectful and Safe. The following is an example of how these can be applied around the school. This is by no means an exhaustive list.

Attendance

READY

Arrive to lessons on time

Be ready to learn

Make healthy choices about personal diet, sleep and exercise to maximise school attendance

Recognise the impact attendance has on achievement

RESPECTFUL

Inform your form tutor if you are going to be absent from school and provide medical evidence of appointments

Discuss my attendance with my form tutor each week.

Be rewarded for good attendance

Respect the TBCS approach to poor attendance, lateness, and truancy.

SAFE

Arrive in school on time and with a positive attitude.

Leave lessons only when given permission to do so with a note

Move to next lessons swiftly, avoiding distractions, standing still or running

Maintain 95% or above attendance record.

Lessons

READY

- Have equipment ready upon entry to the room
- Respond to any adult with their hand up by being silent and tracking them
- Always listening in silence to teacher and following their instructions
- Give your best in every lesson and ask for help if you need it

RESPECTFUL

- Present your work neatly, at all times
- Listen to and value the thoughts and opinions of others
- Leave the classrooms neat and tidy for others

SAFE

- Sit in your designated seat quickly, quietly, and consistently
- Listen to and follow all adults' instructions, the first time
- Enter and leave the classroom in a quiet and orderly manner when directed by your teacher

Conduct

READY

- Follow adults' instructions, first time, every time
- Non-compliance and disruption will not be tolerated by any pupils at any time
- Recognise that good behaviour directly impacts on pupil progress and outcomes

RESPECTFUL

- Respect the authority of all adults
- Speak to others calmly and treat people in the way you would like to be treated
- Be rewarded for demonstrating the school values and going beyond the TBCS Way, while inappropriate conduct will be sanctioned

SAFE

- Report any concerns about bullying immediately
- Keep your hands to yourself and respect your own and others' personal space and property
- Maintain an atmosphere in which everyone can learn
- Always walk on the left-hand side of the corridors

Uniform

READY

- Wear only the full school uniform
- Avoid wearing any clothes that are not on our uniform list
- Take responsibility in checking your uniform before entering a classroom or public space

RESPECTFUL

- Wear the school blazer, tuck in your shirt, always wear your tie and only permitted school shoes.
- Be respectful of others' uniform
- Expect staff to check your uniform and correct it if required without discussion
- Wear uniform correctly to and from school

SAFE

- Never wear coats in classrooms
- Have appropriate kit and wear safety equipment for practical subjects
- Take responsibility for the way you conduct yourself in our school uniform outside of lesson time and in our community

Rights and Responsibilities

READY

- Treat people with the respect you wish to receive yourself
- Make no judgements or form misconceptions about an individual's race, sex, religion or cultural background
- Accept and welcome visitors and new members of our school community

RESPECTFUL

- Recognise that everybody is different and unique
- Speak to people as equals. Offensive or inappropriate language will not be tolerated
- Listen to adults' advice about how to make progress

SAFE

- Bullying is not tolerated. We all have a responsibility to report it
- Keep yourself safe and be responsible when using social media
- Look after our school facilities to keep your learning and social environments clean and pleasant for all

Environment

READY

- Appreciate and value the learning environment
- Always remain within the school boundaries
- Value your communal seating, social and eating areas and clean up after yourself, using litter bins provided

RESPECTFUL

- Ensure that TBCS is a litter, gum, and graffiti free site
- Tidy your classrooms quickly for the next lesson, leaving teaching spaces ready for learning
- Recognise a clean and tidy school site creates an excellent impression for visitors
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

SAFE

- Enjoy a phone free environment at TBCS, with zero tolerance to any phones, headphones or electronic devices in school
- TBCS is a non-smoking/vaping site, no exceptions

Use practical equipment safely and maturely

6. The School Uniform

Blazer: Compulsory - Black with embroidered school logo.

Jumpers: Grey with embroidered school logo. (Optional)

Shirt: White only buttoned to the collar.

School tie: Compulsory

Trousers: Plain black with pleat/seam along the front. Must be made from office-appropriate, ironable material. <u>The following styles and materials are not permitted:</u> Jeans or denim, Cords or corduroy, Skinny-fit or tight-fitting trousers, Flared trousers, Leggings or jeggings, Joggers or any sportswear material.
Trousers should present a smart, professional appearance always.

Skirts: Pleated grey checked skirts (on the knee) Plain black or natural colour tights.

Shoes: Black, polishable, and low healed. No boots, plimsols, or trainers of any colour are allowed.

Socks: Plain black or plain white socks only



Coats: Sports or tracksuit tops are not to be worn as a coat substitute. Coats must be taken off at the start of every lesson and placed on the back of a chair.

Hoodies: Hoodies are banned in school and must not to be worn. Pupils found wearing one will have it confiscated.

Hair cut: No exaggerated hair styles, hair should be of a natural colour and style. Hair should be tidy and out of student's eyes. Streaked, dyed, patterned, coloured braiding, stepped, spiked or high–top styles are not allowed. No patterns, shapes or lines. Beards, moustaches and wispy growth are not permitted. Shaved eyebrows are not permitted. We do our best to be consistent and there is a designated member of the school senior leadership team to check.

Jewellery: Pupils are allowed one small stud in each ear lobe. No other piercings are allowed. One plain watch and crucifix inside the shirt only.

Nails and Makeup: No artificial nails or nail polish. Make up needs to be minimal and natural and no false eyelashes. If this is not adhered to students will be asked to remove it.

Bags: A rucksack that can carry A4 folders and books unfolded. Plain, no excessive logos or styles not in keeping with our Catholic ethos.

Lanyard and ID Card: Each student is required to carry a personal ID card attached to a lanyard, which must be worn at all times. The lanyard colour corresponds to the student's year group, assisting staff and visitors in identifying students and ensuring effective safeguarding measures are in place. The ID card is not only critical for safeguarding; it also serves as a pass for accessing facilities such as the astro turf during lunchtime. If a student is found without their ID card:

- On the first instance, they will be issued a temporary card and receive a sanction.
- Repeated offenses will result in a phone call home and further sanctions.
- If a student accumulates sufficient points on their rewards system, a new card will be purchased on their behalf to ensure compliance.

PE Kit – All items to be clearly labelled. For PE lessons and representing the school at fixtures/events pupils will need to wear:

- **School branded polo top (compulsory branded item)**
- School branded quarter zip training top (optional) A plain black quarter zip can be worn if it meets our specific colour, shade and fabric requirements
- Black shorts, black Lycra sports tights, or black tracksuit bottoms (please note cycling shorts are not permitted)
- Plain black jumper or sports top (please note hooded jumpers are not permitted)

Pupils in incorrect uniform that cannot be corrected at school will be sent home to change into the correct uniform and return, once parents have been informed.

For a more detailed information on the school uniform, please see our specific School Uniform Policy.

7. Behaviour management

Whilst being sympathetic to individual pupils, we will strive to balance, appropriately, the needs of the few with the greater needs of the community.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. At St Thomas Becket, behaviour is taught to all pupils, so that they understand what behaviour is. This requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

8. Routines

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

9. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At St Thomas Becket, staff are expect to use and refer to the staff handbook to help enable them to manage behaviour in the classroom. With this they are also expected to:

- Make links to our schools core values of Respect, Truth, Compassion, Justice and Faith
- 'Meet and greet' pupils at the start of lessons
- Follow the 'End and Send' routines at the end of lessons
- Plan and teach lessons which are appropriate and support all learners including any SEND information
- Highlighting and promoting good behaviour following the 'WalkThurs' strategies
    - Positive relationships
    - Establishing expectations verbally and non-verbally
    - Signal, Pause, Insist (hand up for silence)
    - Positive framing
    - Rehearse routines.
    - Choices and consequences
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Create and maintain a stimulating environment.

10. Rewards and sanctions

At St Thomas Becket Catholic School we will use a range of rewards and sanctions to ensure that standards are maintained.

Positive behaviour will be rewarded with:

- Verbal Praise
- Badges, certificates and stickers
- ClassCharts Points
- ClassCharts digital badges
- Pupils names in the weekly Tutor PowerPoint
- Letters or phone calls home to parents
- Special responsibilities/privileges
- End of term rewards assembly
- Non-uniform day
- Vouchers for collecting positive points
- Gold tickets and prize draw
- Invitation to the Games Room (with or without a friend)
- Opportunities to take part in unique experiences (e.g. 'Learn to Drive' sessions, specialist workshops, etc.)
- End-of-term reward trips

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class (On Call)
- Expecting work to be completed at home, or at break or lunchtime

- Setting of written tasks such as an account of their behaviour
- School based community service, such as tidying a classroom
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (PTL or PSP)
- Putting a pupil 'on report' through ClassCharts or via a paper based report
- Withdraw from lesson (Refocus or Internal Suspension)
- External suspension or exclusion

Sanctions can be given for a range of misdemeanors:

- 1st warning = reminder to stay on task, refocus and stay above the line
- 2nd warning = sanction of a 15-minute lunchtime detention for not being 'above the line'.
- 3rd warning = 60-minute afterschool detention for being removed from a lesson
- 15-minute lunchtime detention given for being over 5 min late to a lesson or late to school 3 times
- 2 x 60-minute detentions = Internal Suspension review
- Failure to attend an after-school detention = Internal suspension

An accumulation of detentions will result in a behaviour monitoring report on ClassCharts.
If a pupil fails to turn up to a sanction, it will escalate to the next sanction. Continued missed sanctions will result in a suspension or exclusion from school.

We expect all parents to support us in the operation of detentions.

11. What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction for that pupil.

12. Detentions

The school operates a same day, lunchtime and after school, detention system. Detentions are logged on ClassCharts so that pupils are able to see when they need to attend. Parents will be kept informed of detentions via ClassCharts.

- . **Detentions issued during Period 5** will always **roll over to the next available slot** to ensure parents have sufficient notice. Afterschool detentions will take place on a Monday, Wednesday and Friday.
- **Failure to attend a detention**, without a valid reason, will result in the pupil being placed into **Internal Suspension** on the next available day. The original detention must still be completed.
    - **Continued failure to not attend** detention will result in being placed in **Internal Suspension** and a meeting with parent/carer.

13. Remove Room

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. At St

Thomas Becket, removal allows for continuation of the pupil's education in a supervised setting. The continuous education may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is a serious sanction and therefore pupils who have been removed from a lesson will receive a 60 minute after school detention. They will be allowed to go to their next lesson, provided they are ready to return. Pupils should only be removed from the lesson in which they have been disruptive and for no longer than necessary. The length of removal will be dictated by the pastoral member of staff dealing with the pupil. Pupils will either be placed in another classroom or taken to the Refocus space. This will allow the pupil an opportunity to reset their behaviour before attending their next lesson.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space

The teacher who has removed the pupil is responsible for contacting home and discussing the issue with the parent. They will also plan with the pastoral team to reintegrate the pupil into the next lesson. Staff cannot refuse to have a pupil back in their next lesson following a removal unless authorised by the Headteacher.

14. Internal suspensions, external suspensions and exclusions

For serious breaches in the school behaviour policy, the school may need to suspend or exclude pupils. Information on this can be found in the exclusion policy. The school recognises that the best place for pupils to learn is in the classroom and therefore looks to train pupils, where possible, rather than punish them for misbehaviour. We therefore use the Internal Suspension room in response to some inappropriate behvaiour in order to safeguard pupils and keep them in education. Pupils placed here are provided with work and expected to complete it during the day. The Internal Suspension room is used as an alternative to external suspensions to support pupils in changing their behaviour.

15. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

16. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

17. Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies.

18. Training

Our staff are provided with training on managing behaviour, as part of their induction process and ongoing CPD. Behaviour management training continues throughout the year and consists of the following:

- Inset day updates
- Induction training
- Targeted intervention/support (Teacher Huddles)
- Policy reminders
- Current themes or national trends
- Specific requests

19. Pupil support

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 follow are examples of the support which can be put in place:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
    - Tutor support - PTL (passport to learning), report card, calls home, letters home, detentions
    - DRSL Support – PSP 1, report card, Round Robin from teaching staff, letters home, Off-site direction/managed move, detentions
    - RSL Support – PSP 2, report card, Round Robin from teaching staff, letters home, alternative provision, placed in learning recovery
    - SLT Support – PSP 3,report card, Round Robin from teaching staff, letters home

20. Monitoring and evaluating school behaviour

The schools collects data from the following sources:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data
- use of pupil support unit, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Data is used in pastoral meetings to judge the effectiveness of support and interventions. Where trends and patterns emerge, information is shreds and acted upon to help support pupils.

Data is shared regularly with the headteacher and governors

21. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore: deliberately hurtful

- Repeated, often over a period of time

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, any anti-LGBTQ remarks
Cyber Bullying	Any form of online bullying
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing and incitement in person or online.

Any case of alleged bullying will be investigated, recorded and any bullying will be dealt with efficiently and robustly. Incidents of bullying at school often have consequences that occur outside school hours and off school premises. We will deal with all cases of alleged bullying if they involve our pupils.

22.Child-on-Child Abuse

Our school is committed to providing a safe and respectful environment for all pupils. Child-on-child abuse, including bullying, physical abuse, sexual violence, sexual harassment, and the sharing of inappropriate images, will not be tolerated under any circumstances.

For more detailed information and procedures, please refer to our Safeguarding Policy and Anti-Bullying Policy. These documents outline comprehensive strategies and guidelines to prevent and respond to child-on-child abuse effectively.

23. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile telephones, headphones and wearable electronics are not permitted and will be confiscated in accordance with the school mobile phone policy. Detailed guidance for schools can be found in Searching, screening and confiscation at school.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated.

24. Policy review

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.