



**ST THOMAS**  
CE (VC) PRIMARY SCHOOL

# Behaviour Policy

## 2024-2025

<b>Policy Reviewed on:</b>	October 2024
<b>Policy approved by</b> <b>Governing Body on:</b>	October 2024 Amendment approved- Dec 24
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## **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff \(updated 2024\)](#)
- › [Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies & PRUs England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Definitions

### **Negative behaviour is defined as:**

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Purposeful unkindness to others which causes physical or emotional hurt

### **Serious negative behaviour is defined as:**

Repeated breaches of the school rules

Any form of bullying

Sexual violence, such as intentional sexual touching without consent

Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting

Physical behaviour such as inappropriate touching or interfering with clothes

Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude or fake images and/or videos, or sharing of unwanted explicit content

Vandalism      Theft

Fighting      Smoking or vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

Knives or weapons

Alcohol

Illegal drugs

# What...

At St Thomas we want our school community to be...

# Ready

to be in school and to learn,

to be

# Respectful

of others at all times,

and to be

# Safe

in all that you do.

# How...

This is how we do it.



Relationships....

Effort....



And following our....

## ST THOMAS TOP 10

Say '*good morning*', '*how are you today*'  
and have '*a nice evening*'.

Say '*please*' and '*thank you*'

Try hard with each piece of school work

Use kind words, hands and feet

Eyes on the speaker

Good listening

Arrive on time

Wear our school uniform

Be proud of our school

Show effort in all that you do



# Ready

What this looks like:

***Before school I will aim to:***

- Have a good night's sleep
- Eat breakfast
- Think positively about the day ahead
- Arrive on time
- Be in school uniform
- Have the resources I need for the day ahead.

***In school I will :***

- Listen to instruction
- Be ready to learn
- Be ready in the line at the end of break and lunch
- Enter the classroom quietly
- Show determination and effort in all I do.
- 

# Respectful

What this looks like:

***In school I will :***

- Listen to and respect the thoughts and opinions of others
- Use kind words
- Use kind actions
- Speak respectfully to others
- Use good manners
- Be honest
- Be helpful
- Wait your turn
- Use school equipment correctly and with respect
- Play fairly
- Look after each other, school equipment and school grounds.

# Safe

What this looks like:

***In school I will :***

- Act as a positive role model
- Follow the school rules and routines
- Keep my hands, feet, objects and unkind words to myself
- Walk calmly around school and keep to left down corridors and stairs.
- Play with equipment safely at break and lunch
- Make sure I am always where I am meant to be
- Be sensible in the toilets and wash my hands
- Will tell a grown up if I need help with anything.

What is how we follow our school behaviour mantra at St Thomas- these ideas all came after consultation with staff, pupils and the wider school community.

## Our Roles, Responsibilities and Expectation with this policy.

<p style="text-align: center;"><b>Pupils</b></p> <p>We have appropriate, age-related expectations of our children. We have these so our school feels safe and everyone can learn and continue to grow.</p>	<ul style="list-style-type: none"> <li>➤ To uphold and follow the 3 school rules</li> <li>➤ To show effort in all areas of school life</li> <li>➤ To take and complete any consequences when not following our school rules or showing Level 1 or above behaviour</li> </ul>
<p style="text-align: center;"><b>Parents</b></p> <p>We aim to have positive and engaging relationships with our parents. We have these so you feel a part of your child's education and can support us to keep them safe and continue their growth</p>	<ul style="list-style-type: none"> <li>➤ To read and reflect on the behaviour policy and how it applies to your child</li> <li>➤ To ask for support or advice for any of the areas of the policy</li> <li>➤ To engage and support the class teacher when a behaviour issue is raised</li> <li>➤ To engage with and support the class teacher if behaviour targets or reports are needed</li> <li>➤ To raise concerns or worries in a productive way that supports the school and your child</li> </ul>
<p style="text-align: center;"><b>Staff</b></p> <p>We have staff working with our children whose job is to keep them safe and learning within school</p>	<ul style="list-style-type: none"> <li>➤ To read and apply the behaviour policy fairly and consistently</li> <li>➤ To work with pupils and parents to support the ongoing positive behaviours and support those whose behaviour is not meeting our expectations</li> <li>➤ To engage with pupils, parents and other staff when working with pupils</li> <li>➤ To make reasonable adjustments and give support without lowering expectations</li> </ul>

**We praise effort to promote extrinsic rewards. We share trust to develop intrinsic rewards.**

**ClassDojo** is a digital classroom management tool designed to help our teachers promote positive behavior and log any negative behaviour. Each student gets an avatar, which the child can personalize. In our reception and year one classes we use Class Dojo to acknowledge when a child has completed one of their independent challenge activities, ensuring that our children engage in their own learning when not directly supported by a teacher. Teachers use their iPads or computer in class to give points. Each student's points can be displayed via a smart board and shared with the children and families. Every point earned contributes to the children's house point scores, promoting great teamwork and collaboration across the whole school. We will show you your child's dojo on parent's evening, celebrating their attitude and efforts. Most importantly, the children really like it because it's fun.

**Points**

**We award points for our three school rules:**

- Being Ready
- Being Respectful
- Being Safe

These points are added for pupils that are using these school rules and getting good outcomes.

**We award negative points for actions that go against our three school rules:**

- Not Being Ready
- Not Being Respectful
- Not Being Safe

These negatives are added when a pupil isn't following the school rules. Pupils will always get a reminder of the expectations before negatives are applied expect in cases of Level 3 and 4 behaviour.

**Monitoring**

We use the points gathered through Class Dojo to monitoring how your child is behaving in school. Positive points are seen and praised. Negative points can lead to pupils being set behaviour targets and being put on report for their behaviour. See the Classroom Behaviour chart for more details.

**Celebrating:** Every classroom has a recognition board. The contents of which is managed by individual teachers and is appropriate for age and stage but should include:

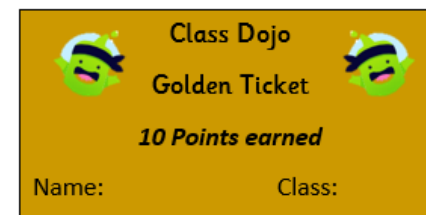
**Stand-out Dojo scorer**

**Staff Shout Outs**

**Personal Achievements**

We also have prizes and certificates for regular scores on the dojo that are shared school wide

Currently, for every 10 Dojo points a pupil receives, they get a golden ticket. These are drawn regularly through the term, with rewards and prizes on offer.



## **School behaviour curriculum**

We will create an ethos based on tolerance and mutual respect and which is conducive to the learning and social development of all children. High standards of behaviour are expected from our children. It is our belief that the high standards of self-discipline to which we aspire can only be developed in an atmosphere of care and respect for one another. This is embodied with our Mighty Trees

Children have an opportunity to learn about positive behaviour and strategies during assemblies (including anti-bullying week), PSHE lessons, computing lessons (online safety) and as part of the school's 'hidden curriculum', namely the values we impart through the way school staff treat them and each other. These become explicitly taught through our British Values lessons that happen weekly and through our themes that are used in our collective worships. These are Belong, Hope, Believe, Aspire, Love and Thank You.

We are particularly concerned that our children should have an understanding of people from other faiths, cultures and lifestyles. We achieve this through RE lessons, PSHE lessons and assemblies covering faiths. A number of our wider themes in our curriculum tackles social issues, including Maafa, which has a focus on Black History and civil rights. Any form of racist or homophobic behaviour, such as name-calling, is unacceptable in our school. We are obliged by law to record any such incidents and to inform parents of all parties involved (see Equality Policy).

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.



*Definition: Behaviour which shows pupil(s) are not meeting our expectations of being Ready, Safe, Respectful*

**The behaviour management system has 4 Level, detailed as below. The first two relate to managing children within class.**

**These stages will not always be linear and can adapted and adjusted to suit the needs of individual students.**

<b>Positive behaviour is rewarded at St Thomas</b>	<b>Unacceptable behaviour is challenged at St Thomas</b>			
<b>Teacher / ETA</b>  <b>This is the essential part. It's building strong foundations, creating relationships and nurturing each pupil</b>	<b>Teacher</b>		<b>Pastoral Team Supported by SLT</b>	<b>SLT</b>
	<b>This is where a pupil has crossed a line and we put the needs of the majority first.</b>			
<b>School Council Voice</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Choices</b>	<b>Choices</b>	<b>Choices</b>	<b>Choices</b>	<b>Choices</b>
<ul style="list-style-type: none"> <li>• Be ready, Be respectful, Be safe</li> <li>• Show effort in work</li> <li>• Being polite</li> <li>• Being helpful</li> <li>• Being a kind friend</li> <li>• Walking sensibly around school</li> <li>• St Thomas Top 10</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task</li> <li>• Distracting other children</li> <li>• Unsafe movement around the classroom</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Disrespectful attitude to another child or adult</li> <li>• Not ready, respectful or safe</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour</li> <li>• Not following reasonable requests</li> <li>• Deliberately not completing task set</li> <li>• Behaviour that causes others distress (first instance reported)</li> <li>• Bullying type behaviour (first instance reported)</li> <li>• Disrespectful language and attitude to another child or adult that causes distress</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 2 behaviour</li> <li>• Leaving the learning environment without permission</li> <li>• Verbal abuse including racism</li> <li>• Physical violence</li> <li>• Loss of temper</li> <li>• Significant deliberate damage to another child's or school property</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour</li> <li>• Physical violence resulting in actual physical harm</li> <li>• Leaving the school premises without consent</li> <li>• Vandalism</li> <li>• Defiant behaviour</li> <li>• Putting others and themselves at risk in any way</li> </ul>
<b>Rewards</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>

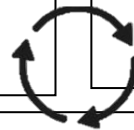
<ul style="list-style-type: none"> <li>Dojo points</li> <li>Raffle tickets</li> <li>Merits</li> <li>Stickers</li> <li>An award in Good Work Assembly (Good work/ #teamthomas)</li> <li>Show work to another member of staff (subject leader)</li> <li>Parents/carers text/discussion</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Redirection</li> <li>Move to another area</li> <li>Time out</li> <li>Loss of privileges</li> <li>Loss of playtime or part of play time</li> </ul>	<ul style="list-style-type: none"> <li>As level 1</li> <li>Loss of break/lunch time to speak with an adult and finish any work</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>As level 1 &amp; 2</li> <li>Extended timeout period in RSG room or Roots and Shoots</li> <li>A class report for behaviour if a pattern of behaviour is occurring</li> </ul>	<ul style="list-style-type: none"> <li>As level 3</li> <li>HT/DHT will formally meet with parent/carer to discuss pupil's actions and how best to support pupil's needs</li> <li>Educational Psychologist involvement</li> <li>Behaviour Support Service support school to support pupil</li> <li>Outside agency referrals</li> <li>Fixed term exclusion</li> <li>Permanent exclusion</li> <li>Behaviour logged</li> </ul>
	<b><i>Led, managed and followed up by class teacher but supported where needed by inclusion team and SLT</i></b>			
<b>Follow up actions for staff</b>	<b>Teacher</b>	<b>Teacher</b>	<b>Teacher/Pastoral Team</b>	<b>Teacher/Pastoral Team/SLT</b>
	<ul style="list-style-type: none"> <li>1:1 chat with teacher</li> <li>Logged on Class Dojo</li> <li>Behaviour logged weekly if 3 + incidents</li> <li></li> </ul> <p>Behaviour logs will be monitored fortnightly by the behaviour lead and team to look for trends, patterns, concerns. This will be supported by SLT.</p>	<ul style="list-style-type: none"> <li>Notify parents advising of incident (pre-worded text)</li> <li>Behaviour logged (Level 2)</li> <li>Teacher will meet informally with parent/carer to discuss supporting pupil's needs if repeated incidents ( x3 week) or issues ongoing</li> <li>Meeting to be recorded on CPOMs as parent interaction</li> <li>Daily communication agreed</li> <li>Inclusion team informed/referred to for advice</li> <li>Set small step targets to support positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour logged (level 3)</li> <li>Senior Leadership Team /Inclusion to interview pupil</li> <li>Information meeting with parent/carer</li> <li>Meeting and incident are logged</li> <li>Increased support from Inclusion Team</li> <li>Outside agency involvement</li> <li>Pastoral Support Plan put in place</li> <li>Risk assessment undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Formal letter to parent/carer requesting a formal meeting should behaviour continue</li> </ul>

## Behaviour Monitoring Flow Chart

Good Behaviour is expected. Taking part in lessons is expected. Effort is expected.

Lower Level behaviour is tracked on Class Dojo.

Patterns spotted by teacher, SLT, Inclusion Team



Follow up with sanctions. Be consistent with reward.

Persistent behaviour levels being seen requires parent engagement:

- What are you seeing?
- Why is it a problem?
- What are we doing about it?

Pupil to have up to 2 age-appropriate behaviour targets. These will be reviewed regularly and part of the conversation that is had with the parents.

What support is needed to meet this?

Behaviour improves – return to monitoring on Class Dojo and class file/Arbor.

Behaviour does not improve.  
The pupil will be on report.

### Behaviour Report Card

5 day report card: 1) Breaks and Lunch or 2) Across the whole day.

Clearly articulate and discuss this report with the child and the parents. This can be monitored by our pastoral team SLT. This is their final chance to turn around behaviour. They need to engage and follow our school rules.

Behaviour improves – return to monitoring on Class Dojo and class file/Arbor

Behaviour does not improve. Next steps to be discussed with Head Teacher and SEND Co.

Classroom Behaviour						
Stage	Overview	Student Behaviours	Staff Actions	Dojo	Examples of possible...	
					Outcomes	Reasonable adjustment
Reward	I have impressed with my behaviour, effort and attitude	<ul style="list-style-type: none"> <li>Excellent Behaviour</li> <li>Great attitude and work</li> <li>Supporting others</li> <li>Kindness and encouragement</li> <li>Excellent questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>You have shown you are 'Ready, Respectful, Safe'</li> <li>You have been a role model with your effort, behaviour and attitude</li> </ul>	+1 For Being Ready +1 For Being Respectful +1 For Being Safe	Open and clear recognition of the behaviour having led to positive outcomes. <ul style="list-style-type: none"> <li>Verbal recognition</li> <li>Work onto the Recognition board</li> <li>Merit given</li> </ul>	Private praise for those who require it.
Expected	I am following instructions and am getting on with the task	<ul style="list-style-type: none"> <li>Completing work to a good standard</li> <li>Looking after equipment</li> <li>Being respectful to others</li> </ul>	<ul style="list-style-type: none"> <li>Positive praise</li> <li>Praise attitude and effort</li> <li>Link the praise to your expectations that they are meeting</li> </ul>	No extra dojos for expected behaviour.  Expected behaviour leads to positive outcomes that are then praised.	Praise and encouragement Link to the Ready, Respectful and Safe rules	Positive interaction that is suitable – thumbs up, gentle smile, quiet word or recognition  Use the Hierarchy of Need grids
Remind	I am disturbing my own or others learning and not following the 3 rules.	<ul style="list-style-type: none"> <li>Talking in class</li> <li>Not paying attention</li> <li>Distracting others</li> <li>Not using equipment responsibly</li> <li>Shouting out</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>No verbal cues to re-focus – use as needed</li> <li>Verbal reminder to the child</li> <li>Verbal cue is the last chance</li> </ul>		Child re-focussed, praise for turning the behaviour around	Support to meet expectations in place. Additional reminders Time-out card Time-out with an adult to regulate Sensory breaks Pastoral Chat to refocus
Record	I am continuing to disturb my own / other's learning and not following the 3 rules.	<ul style="list-style-type: none"> <li>Continuing to talk after a reminder</li> <li>Not completing enough work</li> <li>Off task and disturbing</li> <li>Continuing to shout out</li> <li>Misusing resources</li> </ul>	<ul style="list-style-type: none"> <li>Your behaviour is at Level 1</li> <li>Follow Level 1 consequences</li> <li>You need to refocus and turn it around</li> </ul>	-1 for Not being ready, respectful and/or safe.	Class Teacher to monitor the negative dojos  Record on class sheet	Support to meet expectations in place. Additional reminders Time-out card Time-out with an adult to regulate Sensory breaks Pastoral Chat to refocus
Reflect	I am continuing to disturb my own and other's learning. I need time to reflect on my behaviour	<ul style="list-style-type: none"> <li>Persistent Talking</li> <li>Persistently off task</li> <li>Not following instructions</li> <li>Refusing to complete appropriate work</li> <li>Damaging resources</li> </ul>	<ul style="list-style-type: none"> <li>Your behaviour is at Level 2</li> <li>Follow Level 2 consequences</li> </ul>	-2 for Not being ready, respectful and/or safe.	Link to Outcomes from Behaviour Level 2  Pupil to complete work during a break or lunchtime or have a discussion with a member of staff  Pastoral Staff to be informed and monitoring	Adjusted time-out based on pupil's need Consider, is a sensory break needed if break/lunch was lost? Social story to help with reflection. Is it appropriate to expect work to be completed?
Remove	I am disrupting the learning of the whole class.	<ul style="list-style-type: none"> <li>Defiance directed at a member of staff</li> <li>Racist or homophobic incidents</li> <li>Violence or aggression</li> <li>Bullying</li> <li>Any unsafe or wholly disruptive behaviour</li> <li>Swearing at staff / pupils</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 or 4 behaviour is being seen</li> <li>Pastoral team called for</li> <li>Work to be completed: RSG and Roots and shoots</li> <li>Record behaviour on CPOMs</li> </ul>	-3 for Not being ready, respectful and/or safe.  -4 for Not being ready, respectful and/or safe	Level 3 and 4 behaviour follows the guidance  Pupil to be removed for a period of time alongside the pastoral and SLT staff.  Contact with parent/carer is required by the end of the day.	Time-out adjusted based on the pupil's need. Area and staff used may need considering Pastoral work with the child to rebuild relationship. Is it appropriate to expect work to be completed once ready or sent home?
Behaviour Report Cards						
'10 negatives' in the week or following Level 3 incidents			'15 negatives' in a week or following a target card		Behaviour is not improving follow targets and report with pastoral team	
Parents Informed. Teacher to use the class target card for behaviour at age appropriate level.			Parents meeting with class teacher Pastoral behaviour card for up to 3 weeks		Parent meeting with class teacher. Behaviour report card monitored alongside SLT.	

Stage	Overview	Dojo	Outcomes
<b>Reward</b>	I have impressed with my behaviour, effort and attitude	+1 For Being Ready +1 For Being Respectful +1 For Being Safe	You will get: <ul style="list-style-type: none"> <li>- Lots of praise</li> <li>- Work onto the Recognition board</li> <li>- Merit given</li> <li>- Dojo points awarded – leading to rewards</li> </ul>
<b>Expected</b>	I am following instructions and am getting on with the task	Expected behaviour leads to positive outcomes that are then praised.	You will get: <ul style="list-style-type: none"> <li>- Your effort recognised</li> <li>- The time to be ready for the next instruction</li> <li>- A feeling that you are doing the right things</li> </ul>
<b>Remind</b>	I am disturbing my own or others learning and not following the 3 rules.		You will get: <ul style="list-style-type: none"> <li>- A reminder of what we expect</li> <li>- An adult checking in on you</li> <li>- The chance to get back on track</li> </ul>
<b>Record</b>	I am continuing to disturb my own / other's learning and not following the 3 rules.	-1 for Not being ready, respectful and/or safe.	You will get: <ul style="list-style-type: none"> <li>- A negative dojo</li> <li>- The action recorded</li> <li>- An adult checking in on you</li> </ul>
<b>Reflect</b>	I am continuing to disturb my own and other's learning. I need time to reflect on my behaviour	-2 for Not being ready, respectful and/or safe.	You will get: <ul style="list-style-type: none"> <li>- Negative dojos</li> <li>- The action recorded</li> <li>- Time to complete your work at break</li> <li>- Time to speak to an adult at break</li> <li>- A new seat within the classroom</li> </ul>
<b>Remove</b>	I am disrupting the learning of the whole class.	-3 for Not being ready, respectful and/or safe.	You will get: <ul style="list-style-type: none"> <li>- Removed from the class to complete work somewhere else</li> <li>- Your next break or lunch will be missed</li> </ul>

## **Reasonable force or Restricted Physical Intervention (RPI)**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

### **Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Regular training is undertaken by senior members of staff, the behaviour team and when possible, when a risk assessment has indicated that an adult working closely with a pupil may need to understand this type of intervention in more detail or have specific practise.

## **Confiscation and searching**

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. This can be part of an agreed risk assessment due to prior behaviour.

### **Searching pupils' possessions**

An authorised member of staff may search a pupil's outer clothing and possessions.

#### **'Outer clothing' includes:**

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear and that can be removed. (Coats, hats, scarves, gloves, shoes or boots)

#### **'Possessions' means any items that the pupil has or appears to have control of, including:**

Desks

Trays

Bags, lunch boxes or pencil cases

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff or a parent are present.

In exceptional circumstances, if there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Searching a pupil**

In most cases, permission for the search will be sought from the child. Searches are conducted using specific steps and guidance, as outlined and shared by the local PCSO (2024 Sally Bains). These are clearly communicated to the members of staff involved and regular updates and reviews will take place following any searches that are conducted. This will be logged on CPOMs and discussed at the school's next safe guarding meeting.

Wherever possible, searches will be carried out by or in the presence of a member of staff who is known to that pupil. A parent or guardian may also be invited to be present.

Searches are conducted with at least two members of staff present. When an authorised member of staff conducts a search without a further adult present (due to an urgent risk to safety) they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils.

## **Searching a Pupil**

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Explain the process and gain consent from the pupil

If the pupil refuses to agree to a search, the member of staff can give an appropriate consequence from our behaviour policy or outlined in any personalised risk assessment.

If they still refuse to co-operate, the member of staff will contact the headteacher / deputy, to try to determine why the pupil is refusing to comply.

If the search is part of an agreed risk assessment, this may affect the child’s ability to stay in or attend the provision or class set for them.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force (in instances of a direct threat being posed) to search for any prohibited items that include knives or weapons, alcohol or drugs but not to search for items that are only deemed not suitable at school but don’t pose a specific risk e.g: make-up, phones (excluding risky behaviour), toys.



## **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded on

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been agreed for their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. This will also be discussed at the next safe guarding meeting.

## **Off-site negative behaviour**

Consequences may be applied where a pupil has shown negative behaviour off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Attending wrap around care on the school site
- Consequences will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and put its own consequences in place, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

<b>OUTDOOR PLAY</b>	<p>For low level incidents pupils can be guided in their choices and directed to a different area of the yard or choice of activity. Pupils demonstrating unkind or inconsiderate behaviour will receive ‘time out’ during playtime. This may be on the yard or back within the classroom on the next occasion. A rolling record of incident will be maintained to monitor. If further misdemeanours or a pattern of negative behaviour emerges, then a range of intervention can follow. This may include sanctions, nurture and parental notification and involvement.</p> <p>As a follow-up to a significant number of low-level incidents or single more serious incident pupils may be guided to a specific activity with a specific group of children and single adult. An additional adult on duty may be required for this. It may be appropriate for a child to miss a playtime. Careful consideration should be given to supervision and alternative activity. Support staff who supervise pupils during playtimes should be given an alternative time for a break.</p>
	<p><b>EXTREME BEHAVIOURS</b> <b>Violence and Aggression</b></p> <p>The pupil will be guided to a calm space, ideally a RSG room, the Sensory room, Roots and Shoots. This may need to be in stages.</p> <p>An additional adult may be required to support Any injury needs first aid We avoid jumping to conclusions – We provide nurture first – The discussion/consequences will follow when calm and appropriate.</p>

# EYFS Behaviour Charter

At St Thomas, we recognise that our youngest children, who are just beginning their school journey, need slightly behaviour systems, to ensure their needs are met. This section of the policy was written to reflect this.

Ready

Respectful

Safe

In the EYFS, we still follow the main principles of the whole school behaviour policy, and being Ready, Respectful and Safe is still the main behaviour Mantra, alongside the St Thomas Top 10. However, to ensure this is in a clear and pictorial form, each early years class, displays a 'Class Charter' where behaviours that we expect to see from the children in our environment are displayed. Throughout the academic year practitioners refer to this charter and explore the meaning embedded within these principles during PSED sessions. Staff will refer children to pictures on our class charter to remind them of what they need to do to follow agreed behaviours.

The EYFS staff, model, support and provide opportunities for children to practise social skills. We provide positive interest for children and recognise and help them to express their feelings, without judgement. On a daily basis we support the development of sharing and encourage children to work together and include others in their play.

We support choices and autonomy and provide challenges for thinking and scaffold learning.

We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development. EYFS staff aim to use positive language such as:

- You need to think about the choices that you are making
- You need to stop and think
- At school we use kind hands
- We agree in our class charter that we will keep everyone safe and play together
- Good listening
- Walking feet

## Praise, Praise, Praise!

In line with the rest of the school, we promote, celebrate and recognise children who following the Class Charter and are Ready, Respectful and Safe.

- We have a class recognition board where we display pupil's who have stood out and their achievements
- Dojos
- Treasure pot- adult to put treasures in a pot to gain a whole class reward (treasures to not go directly to children as small and might go in their mouth).
- Stickers to recognise effort in subjects and behaviour – kindness, sharing and turn taking.



Steps for managing inappropriate or challenging behaviour

In class provision	<p><b>For low level behaviours (e.g. shouting, running inside etc) ....</b></p> <ul style="list-style-type: none"> <li>• Remind them of 3 school rules and how we expect them to behave- refer to Ready, Respectful and Safe</li> <li>• Guide to another area</li> <li>• Direct to a different activity</li> <li>• Give positive, but direct instruction- e.g. thank you for sitting so nicely on the carpet, I like the fact you are showing me kind hands now.</li> </ul> <p><b>From there...</b></p> <p>First chance- Address the behaviour clearly. E.g. <i>'At our school we tidy away our toys, this is your first chance to get it right...'</i></p> <p>Last Chance- Make it clear there will be a consequence to not following the final warning. E.g. <i>'This is now your last chance to tidy up. You will have to sit on the thinking chair if you don't.'</i></p> <p><b>Thinking Time-</b> This is a chair or space somewhere quiet in the class, but in view of the staff where a child can sit if they have gone through the above system. In Reception it is for 2-3 minutes.</p> <p>If you have to put a child into thinking time, it has to be made clear why to the child. <i>'You are sitting on the thinking chair, because I asked you to tidy up and you didn't.'</i></p> <p>The child sits, with a timer, for the time and then the adult addresses the child on their level and explains. E.g. <i>'I sat you on the thinking chair because you were asked and didn't tidy up. Next time you need to help everyone else tidy up'.</i></p> <p>The child then joins back in with the class.</p> <p>These systems need to be clear, followed with fidelity and consistent.</p>
Carpet/ Direct Teaching time	<p>We direct our pupils with what we expect of the children when sit on the carpet. E.g. In your place, hands folded or on your lap, legs crossed, eyes on speaker, voices put away. We model this behaviour and pick out good examples.</p> <p>If a child is not following this- Go back to First Chance, Last Chance, Thinking Time.</p> <p>If a child is disrupting the class at this point, an adult may direct them to sit with them outside the class with a timer so the others can learn. Again, the adult should clearly address why. E.g. <i>'I have taken you out because you were stopping the other children learning.'</i> Once the time is up, the adult should address the child again and explain, why they were sat</p>
Outside Play/Provision	<p>The school rules tell us how we expect the children to behave in the outdoor areas. Each area will have specific rules on how to play with the equipment safely. This should be explained and rules displayed.</p> <p>If a child is not following this- Go back to First Chance, Last Chance, Thinking Area (could be a chair, hoop, spot).</p> <p>If a child is being unsafe, or continuing to no follow our school rules, an adult may direct them to sit with them inside the class with a timer. Again, the adult should clearly address why. E.g. <i>'I have taken you inside because you were not following my instructions.'</i></p> <p>Where there is a consequence to a child's challenging behaviour and a sanction is given by an adult it should be relevant and introduced soon after the event e.g. poor behaviour outside will result in the removal of playtime for a session.</p>

## Extreme Behaviour

Any form of violent or aggressive behaviour:

If a child is throwing toys, kicking or hitting others the area should be removed of children and a member of staff should stay to ensure that the distressed child remains as safe as possible.

### Six steps to conflict resolution

- Step 1: approach calmly stopping any hurtful actions
- Step 2: acknowledge children's feelings
- Step 3: gather information
- Step 4: re-state the problem
- Step 5: ask for solutions and choose one
- Step 6: be prepared to follow up

(Highscope 2014)

Very occasionally, it is appropriate to remove the child from the classroom/area and to a space away from other children. E.g. RSG room, Sensory room, The Nest, Roots and Shoots.

### TIME IN OUR RSG ROOM WILL BE FLEXIBLE AND DEPENDENT ON AGE AND CIRCUMSTANCES

Step one: nurture

Step two: discussion

Step three: consequences

Nurture: **Time** to read, play a game, bounce a ball – give a limited choice and work with the pupil to reach a state of calm

Discussion: **Age appropriate**, use the 'What Happened' laminated booklets to structure

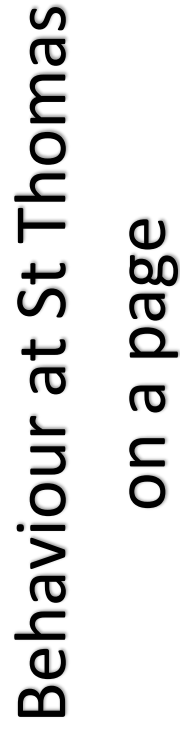
Consequences: **Natural** appropriate to age and circumstances - ideally agreed with consensus from pupil

ALL RSG visits should be recorded on our behaviour log with class teacher and year group learning mentor alerted. For **extreme** behaviour please also alert SLT

Matters of a more **extreme nature**: Will result in an extended time out but the above process should still be worked through.

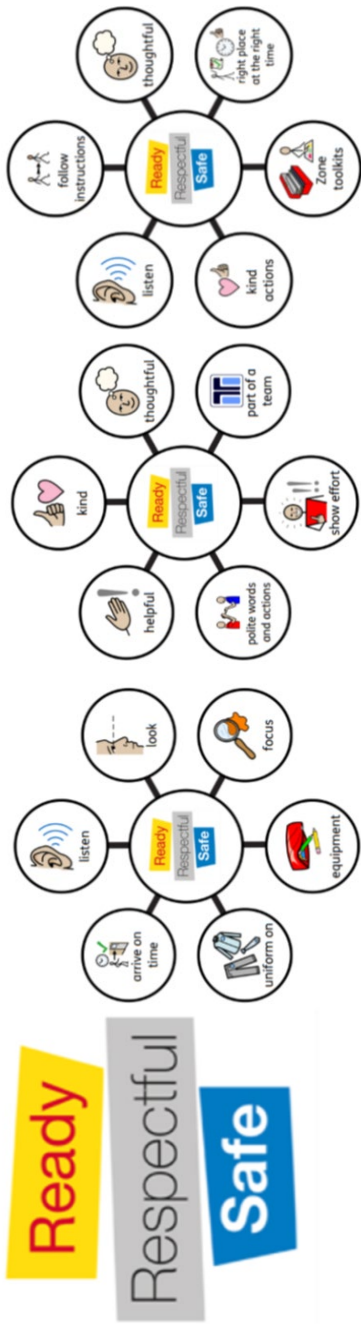
If it becomes necessary to restrain a child a written record of the incident should be made and reported via CPOMS and a member of SLT alerted.

Staff conduct	<p>In times of distress, practitioners need to remain positive and respectful and give attention and care directly to the children through warm, supportive interactions.</p> <p>It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.</p> <p>It is very important that we as practitioners avoid situations of confrontation. Using terms such as “I am sad about that” and then walking away can be helpful strategies.</p> <p>We should be aware at all times that children entering our setting need time to develop relationships with us and encouragement to want to conform within a large group setting. This can be particularly evident during the autumn term.</p>
Parental Involvement	<p>In line with the EYFS policy, decisions made by practitioners should be shared with parents/carers and a plan for future action made collaboratively to ensure a successful school experience for all families. It is important to remember that young children may have undiagnosed learning needs and it is never easy for a parent/carer to learn that their child has been distressed.</p>



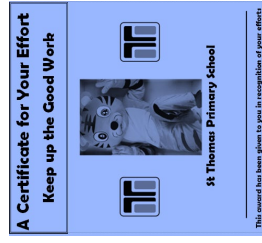
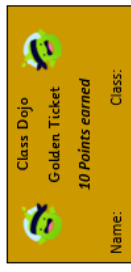
The image displays three circular diagrams, each representing one of the 3 R's of the Caring School Community. Each diagram has a central circle containing the words 'Ready', 'Respectful', and 'Safe'. Eight smaller circles are arranged around the center, each with an icon and a corresponding action or value.

- Ready (Yellow background):**
  - arrive on time (clock icon)
  - listen (ear icon)
  - look (eye icon)
  - focus (magnifying glass icon)
  - equipment (toolbox icon)
  - uniform on (clothes icon)
- Respectful (Grey background):**
  - arrive on time (clock icon)
  - listen (ear icon)
  - look (eye icon)
  - focus (magnifying glass icon)
  - equipment (toolbox icon)
  - uniform on (clothes icon)
- Safe (Blue background):**
  - arrive on time (clock icon)
  - listen (ear icon)
  - look (eye icon)
  - focus (magnifying glass icon)
  - equipment (toolbox icon)
  - uniform on (clothes icon)



We get points for showing our 3 school rules in action, especially when doing our 3 school rules leads to good work and great

We give certificates and merits for outstanding work



Level 1	Level 2
<p><b>Choices</b></p> <ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task</li> <li>• Distracting other children</li> <li>• Unsafe movement around the classroom</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Inappropriate attitude to another child or adult</li> <li>• Not ready, respectful or safe</li> </ul>	<p><b>Choices</b></p> <ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour</li> <li>• Not following reasonable requests</li> <li>• Deliberately not completing work</li> <li>• Behaviour that causes others distress (first instance reported)</li> <li>• Bullying type behaviour (first instance reported)</li> <li>• Disrespectful language and attitude to another child or adult that causes distress</li> </ul>

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**Addressed within class**

It's behaviour that may disrupt the learning at the first stage

## Level 2

*Addressed within class*

It's behaviour that has continued or is deliberately disrespectful

Addressed within class

It's behaviour that has continued or is deliberately disrespectful

**Addressed by our  
behaviour team**  
It's behaviour that  
has been violent,  
unsafe or damaging

**Addressed by our  
behaviour team**  
It's behaviour that  
has been violent,  
unsafe or damaging

*Addressed by our  
behaviour team*

It's behaviour that is  
the most serious and  
will mean time out  
of class or school.

## Communication

We are on the door,  
available via email  
and phone.  
We keep our families  
informed.

**We have rooms and adults  
who are timetabled to  
support our pupils and help  
them to thrive.**

## NEST Roots & Shoots

We help our children learn and practise the desired behaviours.

## Roots & Blossom

A daily check on behaviour and attitude is shared with a member of our team.

