

ST THOMAS' CE PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIPS POLICY 2025+

**(INCLUDING WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES, SECLUSIONS
& EXCLUSIONS, SEARCH & CONFISCATION, ANTI-BULLYING AND
CARE & CONTROL OF PUPILS)**



Date Agreed: September 2025

Chair: Mrs A Davies

Headteacher: Mr M Boyle

Date of review: Autumn Term 2026

A family of faith & fellowship where everyone thrives!

Our Vision

(Where we want to be)

Our vision focuses on faith, because we know that God loves everyone and will reward those who believe in Him and follow His way. "Those who trust in the Lord will renew their strength; they will soar on wings like eagles" (Isaiah 40:31)

We also believe as a family we are stronger together and through fellowship and collaboration across our school family and the wider community, we can THRIVE achieving 'life in all its fullness' (John 10:10)

Our Mission

(What we are doing to get there)

As a distinctive Christian school, we strive to provide an excellent education for our pupils, whilst developing all staff and caring for everyone. Each pupil and adult are encouraged to 'be the best they can be'; to find in themselves the person God wants them to be and to flourish in a learning environment where all may grow in Body, Mind and Spirit.

Our Aims

(What we want to provide for everyone in our family)

- To foster an understanding of the Christian faith.
- To promote a love of learning so children can flourish and grow as independent learners.
- To provide an engaging, nurturing and challenging learning environment.
- To value, respect and develop everyone within our fellowship.
- To establish a partnership between school, parents, the church and the wider community.
- To enable children to develop a range of skills and knowledge they can apply independently in a broad, balanced, Christian based curriculum.
- To ensure a safe and secure environment where diversity is respected and tolerance is vital to prepare everyone for modern life in Britain.
- To develop and promote healthy bodies and healthy minds to prepare for the demands of modern life.

1. WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher. The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

Our Ethos

At the heart of our school are a set of core Christian Values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave St Thomas' CE Primary School as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do we strive to share, encourage and demonstrate positive values with our children; in order that they understand them and strive to live by them.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children and parents feel safe, nurtured and respected.

The Governors and staff at St Thomas' Church of England Primary School aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understands the importance of common identity and reflects our Christian values.

At St Thomas' Church of England Primary School we are a caring Christian community where everyone feels valued, safe and adopts an "I can" attitude. All we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of lifelong learning.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Behaviours Principles:

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the Head teacher to use his discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

For those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The school will ensure reasonable adjustments are made in line with the SEND Code of Practice (2015).

The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential)

2. WHAT IS DISCIPLINE?

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions for their consequences.

It is a system of rules for good behaviour. This system will aim to develop self-discipline in pupil and create an orderly school in which learning can take place.

It is our aim that, through the assistance of good behaviour, the school will fulfil its function, namely the full development of the potential of all our children.

The aims of the school's discipline policy are as follows: -

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly Christian community in which effective learning can take place.

The aims will be best achieved in a relaxed, pleasant atmosphere in which the children are encouraged to give of their best.

All teachers should try to ensure that the children in their care understand that they are being treated fairly. Children develop a sense of fairness early in life.

The promotion of discipline is important in our school because we wish to achieve high standards of education. Therefore, we must have good levels of discipline and mutual respect if these high standards are to be attained.

The aim of this policy is to give a clear code of conduct for all adults and children so that there is a consistent approach for promoting positive behaviour, good attendance, and children's emotional health and wellbeing.

The policy reflects the values and principles that we consider important at St. Thomas'. As a Church school, we aim to develop an ethos of care, empathy, and understanding. All children are valued, and we aim for all children to experience success and achievement, and to reach their full potential in a safe and secure environment.

At St. Thomas' we recognise the importance of having a positive approach to behaviour and attendance. Adults should look for opportunities to promote positive behaviour and to raise children's self-esteem. However, it is essential to recognise the importance of clearly stated boundaries of acceptable behaviour, and to create strategies that allow staff to respond promptly and firmly to children who test these boundaries.

It is essential that there are good relationships, where adults and children treat other with mutual respect. All children and adults deserve to be spoken to, and responded to, in a polite and thoughtful manner. Good manners should be taught by example.

3. AIMS OF POLICY

- To ensure the safety of the children and staff.
- To protect children from abuse or injury, including those which are self-inflicted.
- To protect pupils' entitlement to dignity and self-respect.
- To protect staff entitlement to dignity and self-respect.
- To promote equal opportunities for learning and personal development.
- To foster the acquisition of self-control, responsibility and accountability among our children.
- To provide an opportunity for team work and collaboration between the children and thereby provide an appreciation of interdependency.
- To foster individual effort and positive thinking.
- To create a learning environment which enables pupils to make choices and to learn from the consequences of these choices.
- To give the children confidence in themselves and a pride in their achievements and their school.
- To safeguard the teachers against false and malicious allegations

4. PURPOSE OF THE POLICY

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

5. CODE OF CONDUCT

To help children develop self-discipline the school uses a Code of Conduct.

At St Thomas' we always:

- ***Be kind***
- ***Listen to others***
- ***Try our best***

These can be applied to a variety of situations and are taught and modelled explicitly.

At St Thomas' we:

- Work hard and do our best at all times.
- Are kind and polite to everyone
- Do not bully and report those who do.
- Respect and take care of all belongings.
- Be punctual, smart and orderly in all we do.

The Behaviour for Learning Code

At St Thomas' we all agree that:

- we all have the right to feel and be safe
- children have the right to learn
- teaching staff have the right to teach
- everyone has the right to dignity and personal respect
- everyone has a responsibility to ensure that we can all enjoy our rights

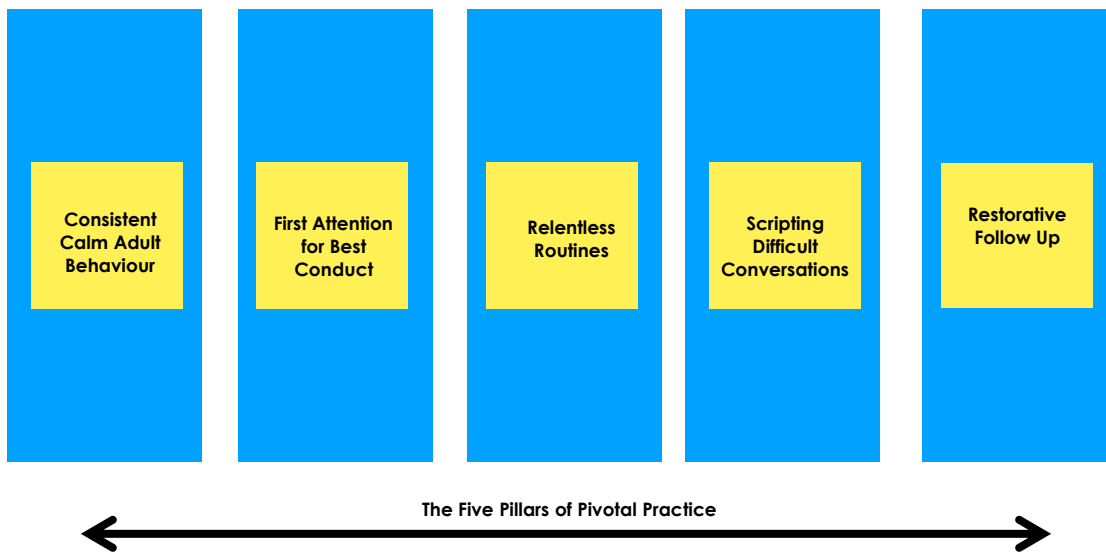
You should **choose** to protect your basic school rights by:

- accepting responsibility for your own behaviour
- being courteous and well-mannered, keeping hands, feet and objects to yourself
- being respectful to others – this means you should choose not to swear, tease, name call or put others down.
- Allowing other children to make progress – this means you should choose not to talk and should avoid distracting others.
- Following the instructions of staff without question or argument

What will happen if you **choose** to disrupt the learning of others or act against the school code?

There will be consequences. The school will apply the Behaviour for Learning - System of Care.

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**:



Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**Be kind, Listen to others, Always try your best**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are behaving badly, offer help to the adults who are dealing with this.

6. ROLES OF STAFF

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

An even balance is maintained between a focus on praising good behaviour and modifying behaviour to acceptable levels (where this is necessary).

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact parents if there are concerns about the behaviour or welfare of a child.

The Child & Family Support Officer and Class teacher liaise with external agencies, as necessary, to support and guide the progress of each child. The Child & Family Support Officer may, for example, discuss the needs of a child with the Educational Psychologist or the Behaviour Support team, and appropriate action is taken. Sometimes the day is broken up into manageable sessions, and the child is rewarded with stickers for each session of good behaviour. In extreme cases this may result in a referral to the Local Authority. Parents are kept informed, and a Personal Education Plan/Individual Behaviour Plan may be produced with regular reviews.

The Role of the Head Teacher and Management Team:

It is the responsibility of the Head teacher and Management Team to implement the school behaviour policy consistently throughout the school, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher & Management Team to ensure the health, safety and welfare of all children in the school.

The Head teacher & Management Team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Deputy Headteacher keeps records of all reported serious incidents of misbehaviour.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour.

The role of Parents and Carers

Parents and Carers are influential in the behaviour of their children. It is proven that effective and positive relationship between home and school impact on improved outcomes for the child.

St Thomas' Home School Agreement is shared with parents when enrolling their child at the school. This is then shared again at the start of each new school year. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher. (Appendix 4 – Home School Agreement)

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school and follow the policy.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Understand them as individuals
- Be just and fair
- Have a sense of humour

7. PROMOTING GOOD BEHAVIOUR

We recognise and reward learners who go 'over and above' our standards. At St Thomas' we recognise the use of praise in developing a positive atmosphere in the classroom, cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above.' This may take the form of a positive message, a positive note home, a phone call or a face to face chat. Other rewards and recognition of achievement include:

- Stickers
- wrist bands
- shout outs in celebration assembly by staff and peers
- Certificates and praise cards from different members of staff
- Visit school leaders to share their success with good behaviour, improved attitudes to learning, and outstanding achievement
- Special responsibilities

Dojo Points

The school operates a Dojo Point System, which rewards many areas of good behaviour as well as good work. Every child in school has the chance to gain Dojo Points. They are not merely the prerogative of the bright child or the well-behaved child!

Merit stickers and certificates of achievement are also awarded and as above are available to all children.

Celebration Worship

Our celebration worship is on a Friday, where two children from each class are chosen to receive the certificates of the week. The Academic Brilliance certificate is given to a child who has consistently gone “over and above”, specifically in our rule, ‘Always Try Your Best’. The Outstanding Choices certificate is also given to a chosen child. The child will have consistently gone “over and above” in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Headteacher, Deputy Headteacher or Senior Leader hosting the assembly. During the celebration assembly, staff and children are also given the opportunity to ‘shout out’ to a member of the school community to celebrate something positive that they have done throughout the week.

Values Heroes Assembly

At the end of each half term we hold our Values Heroes Assembly.

The class, along with the adults in their classroom collectively nominate children to be the Values Hero. This child will have consistently gone “over and above” demonstrating our current value. Values Heroes are rewarded each half term receiving a lanyard and certificate in recognition of their efforts. They will also have the opportunity to spend time having a treat with the Headteacher and Deputy Headteacher. Children will also be rewarded with values stickers when they consistently demonstrate our values throughout the year.

Curriculum, Christian values

Teachers foster good behaviour in such areas of the curriculum as Health Education, Religious Education and Collective Worship & Assemblies. The promotion of good behaviour is an integral part of the curriculum.

Christian Values are taught both formally within the lesson and informally through the manner in which teachers and pupils behave to one another.

Staff will foster good relationships with the children, greet and be greeted, speak and be spoken to, smile and relate, communicate.

The staff will continue to provide a motivating curriculum, as this is an important ingredient of a successful policy on school discipline.

An increased number of incidents are more likely to occur during unstructured times, such as breaktimes and the lunch break. Games activities carried out by lunchtime staff and playground buddies can help to overcome these, as can activities supervised by members of staff.

These can include sporting activities such as netball, football or cricket practices or indoor activities such as chess, cooking or art groups.

The school employs sports coaches and also runs a Chill Out Room to support these potentially unstructured times.

8. SANCTIONS TO MANAGE IN-APPROPRIATE BEHAVIOUR

- a. Teachers will use preventive strategies where possible. They will “anticipate” problems where children are testing the boundaries of acceptable behaviour.
- b. Each class will receive a copy of the Code of Conduct, including School Rules which should be displayed in the classroom and discussed with the children.
- c. In addition to this, each teacher should have a list of their own “Classroom Rules” drawn up together with the children and agreed upon by them.
- d. In a situation in which children are demonstrating challenging behaviour, the teacher will address the situation by listening, establishing the facts and will then judge as to what the appropriate action should be.
- e. In the vast majority of cases it will be the class teacher who deals with the everyday problems involving members of his/her class and sets and supervises sanctions where appropriate, using the guidance set out in this policy. In other cases, however, it may be felt necessary for a child to see a Phase Leader, or other manager.
- f. Once a “reasonable” level of behaviour has ceased to exist then parents **must** be involved. Interviews or discussions between Class Teacher, SENCO, Phase Leader, Deputy Head or Head will take place to try to discover the reasons for and to rectify the example of misbehaviour. In such a situation, patience is required if a confrontational situation is to be avoided. The vast majority of parents will come to such a meeting with a great deal of trepidation and seeking advice and help as to how their child’s behaviour can be improved. Close co-operation with parents is essential in attempting to improve regular examples of misconduct.

9. RECORDING INCIDENTS OF MISCONDUCT

When a significant incident occurs in our school, a record of the incident will be kept on C-POMS. An incident will be recorded by the member of staff concerned and assigned to a member of the safeguarding team or SLT.

This is checked and the member of SLT./Safeguarding team confirms that appropriate actions have been taken in line with the school’s policies and the matter is resolved. Completed incidents and copies of any records are kept for analysis purposes.

10. GENERAL CONSIDERATIONS ON DISCIPLINE

- a. The Discipline Policy should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. Young children are confused by too much variety of attitude and expectation.
- b. Prevention is always better than cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
- c. The school has established close relationships with external support agencies such as Educational Psychology and Social Care so that this basic understanding of the needs of the child and the provision of the right support can be achieved.
- d. In all disciplinary actions it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- e. Teachers and other staff who appropriately intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.
- f. School discipline is the responsibility of all staff, that is, if a member of staff sees school rules not being adhered to, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of reprimand or corrective action.
- g. Abusive or violent behaviour by parents will not be tolerated. If, after the teacher involved has tried to calm the situation, the abuse is repeated, the parent concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed.

11. OUR SYSTEM OF CARE – BEHAVIOUR FOR LEARNING

The aim of the school is to create responsible, well-disciplined individuals. All of our pupils are encouraged to behave as good citizens. We work in partnership with parents to promote high standards of behaviour and discipline. The Home/School Agreement is a basis of the partnership. The signing of the data collection form is also an opportunity for parents to sign to agree with this agreement and the other policies of the school.

We try to keep rules and regulations to a minimum; and those we have can be explained to the children in terms of safety and mutual well-being of the whole community in school. We encourage the children to be aware of the purpose behind our rules and to develop their own self-discipline and independence.

We rely on the creation of an atmosphere of co-operation and mutual respect. At the beginning of each school year each class will discuss and agree rules.

Children need to have a good image of themselves. At St. Thomas' we promote this by the use of praise and encouragement to reward achievement in good behaviour and thoughtfulness towards others.

Promoting Good Behaviour - Praise & Reward

We use a range of strategies to reward good work, good attitude, good effort and good behaviour.

On Friday staff nominate a few children for a Superstar with a certificate and a sticker. Names of staff nominations are posted on Twitter and Facebook to share with the school community.

Superstars are also given during the week by the Headteacher & Deputy Headteacher for immediate praise. At the end of each term nominations are made by Staff for 'Values Heroes'. Photographs of the winners are displayed on our celebration board with the reason for nomination.

In class, staff identify children's very good approaches to learning and reward this through their own approaches too, such as use of electronic systems (e.g. Dojos).

Managing inappropriate Learning Behaviours - Consequences

1. **Initially Verbal prompt** and reprimand
2. **Formal warning** when pupils will be spoken to at an appropriate opportunity and Spending time at break/lunch to reflect and complete unfinished work
3. **Time out** in another class or other supervised area

4. Breaktime/Lunchtime Detention

The class teacher will record the child's name on the white board in staff room and the teacher on detention duty will record names in behaviour folder. The Phase Leader monitors the number of detentions. *After 3 detentions a letter will be sent home by the Phase Leader and parents sign and return slip. These should be passed to the Phase Leader who will continue to monitor the situation. The class teacher will consider if a Pastoral Support Plan is appropriate with advice from the Inclusion Manager. After 5 detentions – The child will be informed that the next detention may result in a seclusion.*

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5. **Seclusion** with a senior member of staff (DHT/HT) takes place usually in either another building on the school site or alternate room. Work is provided by the class teacher and parents are informed. *After a seclusion a Pastoral Support Plan may be discussed with parents and the Inclusion Manager would be involved. This usually results in - Red Card Discipline Card to be set up, sent home so that parents are kept informed, and monitored by the class teacher. The length of time for red card to be determined by class teacher. All privileges such as after school clubs, matches etc would be removed.* The Phase Leader will continue to monitor the situation.
6. **Suspension** - After 5 seclusions and Discipline card not reaching minimum standard or in serious cases fixed term exclusion subject to Head teacher's discretion.
7. In serious cases **permanent exclusion** is necessary.

Any pupil bullying, fighting, stealing or using bad language will move directly to point 3,4 or 5 or 6.

Bullying or any form of racist behaviour is viewed **VERY** seriously at St. Thomas' and will not be tolerated.

If you ever suspect that your child is being bullied please contact the class teacher, Deputy or Headteacher **immediately**.

Racist incidents will be recorded and parents will be informed.

12. SUSPENSIONS & PERMANENT EXCLUSIONS

Exclusion decisions will come into place:

- In response to serious breaches of our school's discipline policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Before a child is suspended or permanently excluded, in most cases, a range of alternative strategies (as outlined in our Discipline Policy) will be tried.

This does not preclude or prevent the Headteacher taking immediate action to suspend or permanently exclude to protect pupils and staff.

A suspension or permanent exclusion could (not would or must) be given for a first offence - that involves -

- Physical assault against pupil (PP)
- Physical assault against an adult (PA)
- Verbal abuse/threatening behaviour against a pupil (VP)
- Verbal abuse/threatening behaviour against an adult (VA)
- Bullying (BU)
- Racist abuse (RA)
- Sexual misconduct (SM)
- Drug and alcohol related (DA)
- Damage (DM)
- Theft (TH)
- Persistent disruptive behaviour (DB)
- Other (OT) – must be specified

At point 5 and 6 on our Sanctions List we have suspensions and permanent exclusions - in most cases (except the exceptions noted above). Parents will have been contacted and a Support Programme put in place.

Our discipline policy clearly states that at sanctions points 6 and 7 suspensions and permanent exclusions may come into place. This follows DfE guidance found in [Suspension and permanent exclusion guidance September 2023](#)

All other types of sanctions will have been used up to this stage and parents/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour.

All efforts will have been made to modify this type of behaviour.

The school does reserve the right to move to suspension or permanent exclusion immediately at a first offence for very serious acts of inappropriate behaviour (as outlined previously). This will be exceptional and relate to extreme behaviour. This is at the headteacher's discretion. The Headteacher also reserves the right to cancel any suspension or exclusion whether this has begun or not.

Our strategies encompass the following guidelines:

- Clear identification with the pupil of the offending behaviour.
- Establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour.

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- Pastoral support.
- Notification to parents of concerns and sanctions taken.
- Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- Further notification to parents and parental interview.
- Upon further re-offence, implementation of the exclusion process.

In the absence of the Headteacher, it would fall to the Deputy Headteacher to put in place suspension or permanent exclusion procedures – otherwise only the Headteacher can start the process.

The Headteacher will have considered the following points when considering suspension or permanent exclusion:

- With parents have agreed a clear action plan to support the pupil.
- Followed the school discipline sanctions fairly and consistently.
- Involved appropriate outside agencies, including alternative provision
- Undertaken a Pastoral Support Programme if appropriate
- Considered disapplication of the National Curriculum.
- Considered external examinations or statutory assessments

Parents will be informed immediately a suspension decision has been made. The call will be followed by a letter containing the following information:

- The period of suspension.
- The reason for suspension.
- Arrangements for continuing the pupil's education.
- External advice that may be sought
- The parents' right to state their case to the Discipline Committee.
- Whom the parents should contact to state their case.
- The time frame for their case to be heard.
- Their right to see the pupil's records.
- The length of the suspension.
- If a permanent exclusion is applied, all details leading up to the exclusion including previous suspensions.

A programme of support will be agreed with parents. It is to help individual pupils better manage their behaviour and will include the following common elements:

- Be school based.
- Have identified precise and realistic behavioural outcomes.
- Have a nominated member of staff as overseer.
- Be automatic for pupils with several suspensions.
- Be automatic for pupils at risk of failure or disaffection.
- Will not be used to replace the SEN assessment process.
- Will have involved other agencies where appropriate, such as housing departments, voluntary organisations, Careers Service or ethnic minority community groups, in drawing up any plan.
- The programme should be time limited and identify short-term targets.

The LA would normally be consulted regarding a programme of support.

Outcomes of the plan may include:

- Review of learning difficulties.
- Disapplication of the National Curriculum.

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- Changing the pupils' class or set.
- Registering the pupil at the school and a PRU (Pupil Referral Unit).
- Move to another school.
- Use of external expert support.
- Placement into a school-based learning support unit

13. INAPPROPRIATE ITEMS ON SCHOOL SITE – SEARCH & CONFISCATION

In accordance with the relevant legislation the Headteacher (or their designate) has the right to search pupils for the above items.

This guidance is intended to explain St Thomas' School's powers of searching pupils so that staff have the confidence to use them. In particular it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

This guidance is compatible with Article 8 of the European Convention on Human Rights.

1. Searching with consent

- a) Any member of St Thomas' School staff (teacher, teaching assistant and any other members of support staff) can search pupils **with their consent** for any item.
- b) The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag and for the pupil to agree.

2. Searching without consent

What the law says:

- a) All staff at St Thomas' have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - inappropriate images

Members of staff can also search, without consent, for any article that the member of staff reasonably suspects has been, or is likely to be, used

- i ***to commit an offence***
 - ii ***to cause personal injury to, or damage to the property of, any person (including the pupil)***
- b) Staff can also search without consent for any item banned by the school rules which has been identified in the rules as an item which may be searched for. It is made clear in the school's behaviour policy and in communications to parents and pupils what items are banned at school.

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- c) If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the member of staff can apply an appropriate sanction as set out in the school's behaviour policy.
- d) A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to attend "loss of free time" or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school will apply an appropriate disciplinary sanction.

3. Circumstances under which a search can be conducted and when a search can take place

- a) It is desirable that the member of staff carrying out the search is the same sex as the pupil being searched and there must be a witness (also a staff member) and, if at all possible, they should also be the same sex as the pupil being searched.
- b) However, there is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to them and without a witness present, but **only** where the member of staff reasonably believes that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.
- c) At St Thomas' there is great likelihood that it **will not be reasonably practical** to be the same sex as a male pupil that is being searched or to call upon a male member of staff to witness the search, as the majority of staff in the school are female. In the circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search will bear in mind that a pupil's expectation of privacy increases as they get older.
- d) A search can be carried out if a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The member of staff will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- e) The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- f) School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

4. Location of a search

Searches without consent can only be carried out on the school premises and on school trips (taking place in England) when the member of staff has lawful control or charge of the pupil.

5. During the search

Extent of the search (clothing and possessions) what the law says:

- a) The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing.

- b) 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- c) 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

6. After the search

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, found as a result of a search either with or without consent, where reasonable to do so.

Where any article is thought to be a weapon it will be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

7. Items found as a result of a 'without consent' search

What the law says:

- a) A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified on page 1 of this guidance) or is evidence in relation to an offence.
- b) **The following items if found during a search will be delivered to the police as soon as possible:**
 - i *controlled drugs*
 - ii *weapons or items which are evidence of an offence or stolen items of a high value (eg iPods/laptops, a pencil case is not considered valuable)*
 - iii *an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property*
 - iv *inappropriate images if its possession constitutes a specified offence*
- c) **The following items if found during a search will be retained, or disposed of:**
 - i *alcohol*
 - ii *other substances which are not believed to be controlled drugs; these can be confiscated where the member of staff believes them to be harmful or detrimental to good order and discipline*
 - iii *tobacco or cigarette papers*
 - iv *fireworks*
 - v *an item which is banned under the school rules; in such cases the headteacher will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it*

8. Statutory guidance for dealing with electronic devices

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- a. Where the member of staff conducting the search finds **an electronic device** the headteacher will examine any data or files on the device if they think there is a good reason to do so.
 - b. Following an examination, if the headteacher has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
 - c. If inappropriate material is found on the device, the headteacher will decide whether they should **delete** that material, **retain** it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
- 9. Telling parents/carers when a search has been carried out on their child and/or items have been confiscated**
- a. Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child and there is no legal requirement to make or keep a record of a search.
 - b. At St Thomas' incidents involving the searching of a pupil will always be recorded on a Yellow Form (kept in the Safeguarding team Office).
 - c. Incidents where a pupil has been searched and/or items have been confiscated will be normally be reported to the respective parents/carers by the headteacher, though there is no legal requirement to do so.
- 10. Dealing with complaints**
- a. Complaints about searching will be dealt with through the normal school complaints procedure.
 - b. The headteacher and all school staff have a specific statutory power to search pupils without consent for items identified within this guidance. As long as the member of staff acts within the limits of this specific power they will have a robust defence against any legal challenge.

This guidance has been developed based on the dfe advice "Screening, Searching and Confiscation" July 2022 [Searching, Screening and Confiscation](#)

14. ANTI-BULLYING

Rationale

Everyone at St Thomas' Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an antibullying ethos in the school.

Definitions of Bullying

'Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves'. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Purposes

1. Bullying can affect and damage both the school and the individuals within it.
2. Pupils have a right to know that they will be protected from bullies at school and on the way to and from school.
3. Pupils and parents need to know that positive action will be taken and that the matter will be handled discreetly and sensitively.
4. Bullying, in its many forms, must be recognised and acted upon.
5. Both bullies and victims need help and advice.
6. Early intervention is needed to prevent and amend this type of behaviour.

Guidelines

1. Bullying, whether physical or verbal, should be stopped immediately and appropriate action taken.
2. Incidents of bullying should be recorded on a Yellow Form.
3. The parents of identified bullies or victims should be notified and involved in any action plans decided upon.
4. All playgrounds, toilets or any isolated corners of the building must be regularly supervised.
5. All staff, including non-teaching staff, should be involved in the implementation of anti-bullying policies.
6. All pupils should be made aware of what they should do if they are being bullied.
7. All pupils should be encouraged to report bullying.
8. Victims of bullying need their self-esteem raised by support from teachers, fellow pupils and parents.

Signs of bullying that we look out for include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete work.

Actions to Tackle Bullying

Our first aim is to create an environment in which bullying cannot thrive - prevention is better than cure, so at St Thomas' we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Children who are being bullied in school are not always prepared to tell those in authority (ie teachers). We therefore, encourage all pupils – 'To Tell Someone'.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist,

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religious or homophobic/transphobic abuse then this will be reported to reflect this and to ensure there is effective support. Any reporting will comply with LA procedures.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present will be provided with strategies to enable them to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying, if they are secure the bullying has been addressed.

Any pupil may request to speak to a member of staff of the same gender if they wish. This is in recognition that some pupils may experience gender bullying, transgender bullying or gender non-conforming bullying.

Parental Involvement

The parents of pupils found to bullying others and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at St Thomas', we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Wigan Borough Council Services to support our action. This policy is seen as an integral part of our Discipline Policy.

It is the right of every pupil in the school to receive an education free from humiliation and abuse. It is the responsibility of all staff and pupils to help create an atmosphere which is caring and protective and does not tolerate the victimisation of one person by another.

Cyberbullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation,

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unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online).

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space
- Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information

Preventing cyber bullying

The school recognises that both staff and pupils may experience cyber bullying, and will commit to preventing any instances that may occur by creating a learning and teaching environment which is free from harassment and bullying.

- Staff, pupils and parents will be regularly educated about cyber bullying and the importance of staying safe online, in accordance with the school's E-safety Policy
- Teachers will discuss cyber bullying as part of the curriculum, and diversity, difference and respect for others will be promoted and celebrated through various lessons
- Pupils will be educated about the importance of reporting instances of cyber-bullying and will be fully informed of who they should report any concerns to
- The school will provide opportunities to extend friendship groups, and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities, etc
- Staff will be regularly educated about the signs of cyber bullying in order to promote early identification and intervention

Procedures for dealing with cyber bullying

Responses to cyber bullying incidents, including the necessary sanctions, will be dealt with in accordance with the school's Anti-bullying Policy. Any cyber bullying incidents that involve members of staff will be dealt with in accordance with the school's Anti-bullying and Harassment Policy: Staff and Allegations Against Staff Policy. If necessary, the headteacher may decide to involve the police for appropriate response to the cyber bullying incident. If necessary, the headteacher will issue an appropriate sanction, such as by removing internet access, monitoring the pupil's internet use, etc., in accordance with the E-safety Policy.

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Incidents of cyber-bullying that occur outside school will be dealt with accordingly. In the first instance we will ensure that pupils are appropriately supported and feel safe and listened to. We will seek to educate pupils and ensure they understand the importance of appropriate use of social media and other systems. Where incidents lead to further issues in school, we will manage these in accordance to this policy.

15. CARE & CONTROL OF PUPILS

A. Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

The policy has been developed in response to the recommendations of Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils e.g. Discipline Policy

The responsible person for the implementation of the policy is the Head Teacher. The policy will be reviewed annually. Monitoring will include annual data analysis of behaviour incidents, pupil and parent surveys, and governor oversight.

B. Purpose of policy

Good personal and professional relationships between staff and pupils is vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the wellbeing and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to act in situations where the use of reasonable force may be required. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

Every effort will be made to ensure that all staff in this school:

(i) clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and (ii) are provided with appropriate training to deal with these difficult situations. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

However individual members of staff cannot be required to use physical restraint. The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

C. Definitions

a) Physical Contact

Situations in which proper physical contact occurs between staff and pupils, eg, in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

c) Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on an Incident Yellow Form. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

D. Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the Schools' Behaviour Policy.

E. Authorised staff

In this school all teachers are authorised to use reasonable force but only staff specifically authorised by the Headteacher to have control or charge of pupils may use reasonable force to manage or control pupils. Within the school, this authorisation will be extended to those staff who have attended training. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the

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Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use reasonable force unless they are familiar with this school's policy and have undertaken training. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

The Headteacher will maintain a list of those who have been authorised and training which has been provided. This list will be reviewed annually. Monitoring will include annual data analysis of behaviour incidents, pupil and parent surveys, and governor oversight.

F. Staff from the Authority working within the school

Support Services will have their own policies of care and control of pupils but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

G. Training

Training for all staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

H. Strategies for dealing with challenging behaviour

Staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
- Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property.

I. Escalating situations

The 1996 Education Act (Section 55O A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following: From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities);

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- self-injuring or placing him or herself at risk;
- injuring others;
- causing damage to property, including that of the pupil himself or herself;
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

J. Types of incidents

The incidents described in Circular 10/98 fall into three broad categories:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b)
- (c) where there is a developing risk of injury, or significant damage to property;
- (d) where a pupil is behaving in a way that is compromising good order or discipline;

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson.

K. Acceptable measures of physical intervention

The use of any degree of force can only be deemed reasonable if:

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account; (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

This form of physical intervention may involve staff:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever

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reasonable force is used, staff must keep talking to the pupil. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

L. Recording

Where physical intervention has been used to manage a pupil, a record of the incident **may** need to be kept. Where physical control or restraint has been used a record of the incident **will** be kept. This record should be made on a Report Form which will include

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken.

The report form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

In addition, specific details of the use of reasonable force will be recorded on Reasonable Force Form which will include: From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

- how the incident developed
- attempts made to calm the situation
- names of any staff or pupils who witnessed the incident
- the outcome of the incident including any injuries sustained, by any pupil or member of staff
- any damage to property which has resulted
- whether/how parents have been informed
- and, after investigation, a summary of actions taken

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

After the review of the incident, copies of Form RF1 will be placed on the pupil's file and in the school's general file on the use of reasonable force. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the Authority.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school, this will be made available through the Headteacher. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

M. Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure explained in school and LA policies.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union

N. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the School's Complaints Policy. The Chair of Governors may be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

O. Monitoring of incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force. From September 2025, all significant incidents involving reasonable force must be recorded and reported to parents/carers.

This process will also address patterns of incidents and evaluate trends which may be emerging.

15. REVIEW, PUBLICATION AND EVALUATION OF THE DISCIPLINE POLICY

The Discipline Policy must be implemented fully by all members of staff and have the full backing of parents if it is to be effective.

Parents will be informed of the expectations that the school has for the behaviour of their children and the positive ways in which good behaviour is encouraged. They will also be informed of the possible consequences if these expectations are not met.

Parents will be consulted on changes through the role of parent governors and the Parent Forum will be consulted on the policy's effectiveness.

Annually parents are informed about the school's Behaviour and Discipline Policy through the newsletter.

The policy will be reviewed annually in full, but it may be necessary to amend certain sections, if the need arises, during the school year and after staff / Chair of Governor's discussion. Monitoring will include annual data analysis of behaviour incidents, pupil and parent surveys, and governor oversight.

APPENDIX 1: SCHOOL POSTER – Code of Conduct

OUR SYSTEM OF CARE - CODE OF CONDUCT

To help children develop self-discipline the school uses a Code of Conduct.

At St Thomas' we:

- care about others showing **fellowship**
- challenge ourselves to be **the best we can be**
- celebrate our achievements **together**

all within a strong Christian ethos and our actions and motivation are '**with Christ**' as our example.

This is expanded into three school rules:

At St Thomas' we:

1. Be kind
2. Listen to others
3. Try our best

The Behaviour for Learning Code

At St Thomas' we all agree that:

- we all have the right to feel and be safe
- children have the right to learn
- teaching staff have the right to teach
- everyone has the right to dignity and personal respect
- everyone has a responsibility to ensure that we can all enjoy our rights

You should choose to protect your basic school rights by:

- accepting responsibility for your own behaviour
- being courteous and well-mannered, keeping hands, feet and objects to yourself
- being respectful to others – this means you should choose not to swear, tease, name call or put others down.
- Allowing other children to make progress – this means you should choose not to talk and should avoid distracting others.
- Following the instructions of staff without question or argument

What will happen if you choose to disrupt the learning of others or act against the school code?

There will be consequences. The school will apply the Behaviour for Learning - System of Care.

APPENDIX 2: SCHOOL POSTER- Behaviour for Learning

OUR SYSTEM OF CARE – BEHAVIOUR FOR LEARNING

Promoting Good Learning Behaviour - Praise & Reward

We use a range of strategies to reward good work, good attitude, good effort and good behaviour. On Friday staff nominate a few children to receive a certificate and a sticker. Superstars are also given during the week by the Headteacher & Deputy Headteacher for immediate praise. At the end of each term nominations are made by Staff for 'Values Heroes'. Photographs of the winners are displayed on our celebration board with the reason for nomination. During the week children gain house points towards a weekly house cup that is awarded on Friday. These house points also are collated individually and are rewarded against thresholds for their class for a Bronze, Silver, Gold and Platinum Awards.

In class, staff identify children's very good approaches to learning and reward this through their own approaches too, such as use of electronic systems (e.g. Dojos).

Managing In-appropriate Learning Behaviours - Consequences

1. **Initially Verbal prompt** and reprimand
2. **Formal warning when pupils will be spoken to at an appropriate opportunity and Spending time at break/lunch to reflect and complete unfinished work Time out** in another class or other supervised area
3. **Detention** The class teacher will record the child's name on the white board in staff room and the teacher on detention duty will record names in behaviour folder. The Phase Leader monitors the number of detentions. *After 3 detentions a letter will be sent home by the Phase Leader and parents sign and return slip. These should be passed to the Phase Leader who will continue to monitor the situation. The class teacher will consider if a Pastoral Support Plan is appropriate with advice from the Inclusion Manager. After 5 detentions – The child will be informed that the next detention may result in a seclusion.*
4. **Seclusion** with a senior member of staff (DHT/HT) takes place usually in either another building on the school site or alternate room. Work is provided by the class teacher and parents are informed. *After a seclusion a Pastoral Support Plan may be discussed with parents and the Inclusion Manager would be involved. This usually results in - Red Card Discipline Card to be set up, sent home so that parents are kept informed, and monitored by the class teacher. The length of time for red card to be determined by class teacher. All privileges such as after school clubs, matches etc would be removed. The Phase Leader will continue to monitor the situation.*
5. **Suspension** - After 5 seclusions and Discipline card not reaching minimum standard or in serious cases suspension subject to Head teacher's discretion.
6. In serious cases **permanent exclusion** is necessary. Any pupil bullying, fighting, stealing or using bad language will move directly to point 4 or higher.

Bullying or any form of racist behaviour is viewed **VERY** seriously at St. Thomas' and will not be tolerated. If you ever suspect that your child is being bullied please contact the class teacher, Deputy or Headteacher **immediately**.

Appendix 3: Steps to addressing poor conduct and behaviour

Practical steps in managing and modifying poor behaviour (see chart below)

<u>Steps</u>	<u>Actions</u>
Step 1 Redirection/ Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - ' Be kind, Listen to others, Always try your best ' delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
Step 2 Redirection/ Reminder	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, make the right choice" "Think carefully about your next step" "Do you remember yesterday/last week when you..."
Step 3 Last Chance <i>(5 minutes after class for restorative conversation 10 minutes in reflection time)</i>	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At St Thomas', we ... (refer to the 3 school rules – Be kind, Listen to others, Always try your best) It is the rule of (refer to the rule) that you are not following. Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) See me for 5 minutes after class/during break Do you remember yesterday/last week when you ... (refer to previous positive behaviour) That is who I need to see today... Thank you for listening... then give the child some time to ' take up ' on the advice given. If the warning is not heeded and the behaviour continues this must be recorded on a report form. At this point the learner will be informed that they will have to miss some time at the next break/lunch time discuss and reflect. Children will be expected to have a reflective dialogue. For serious incidents at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.
Step 4 Cool Off	Cool off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
Step 5 Repair Restorative Conversation	5 questions are usually enough from the following: What happened? <ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Appendix 4: Home – school agreement

ST THOMAS HOME SCHOOL AGREEMENT

Our Aims

With God's love, each member of our fellowship will flourish and succeed, growing into unique individuals well prepared for life's journey. Respect will be at the heart of our school, allowing us to value the strengths, the wisdom, and the diversity of others.

The school

St Thomas' will provide quality education in a quality environment.

To do this it will:

To foster an understanding of the Christian faith.

To promote a love of learning so children can flourish and grow as independent learners.

To provide an engaging, nurturing, and challenging learning environment.

To value, respect and develop everyone within our fellowship.

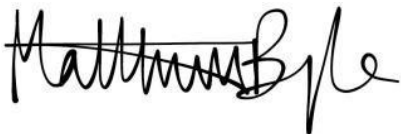
To establish a partnership between school, parents, the church, and the wider community.

To enable children to develop a range of skills and knowledge they can apply independently in a broad, balanced, Christian based curriculum.

To ensure a safe and secure environment where diversity is respected, and tolerance is vital to prepare them for modern life in Britain.

To develop and promote healthy bodies and healthy minds to prepare for the demands of modern life.

HEADTEACHER'S SIGNATURE

A handwritten signature in black ink, appearing to read 'Matthew Byle', written over a horizontal line.

SUMMARY OF CHANGES (September 2025 Review):

Code of conduct

We have identified three simple school rules:

To be kind, to listen to others, and to always try your best

These rules have been developed in line with our school values to ensure that our pupils are supported in developing interpersonal skills and understanding of how to be a positive member of society and to reinforce positive [behaviour](#).

This means that pupils are expected to:

- not discriminate and to understand and appreciate other people's point of view
- make it possible for everyone to learn and strive to improve with own learning and behaviour
- demonstrate **Respect** by behaving courteously and using good manners to everyone
- keep the school clean and tidy
- behave sensibly and appropriately at all times

The Family

We will:

- make sure the child attends regularly, punctually, and properly equipped
- provide an explanation if the child is absent
- support the school's code of good behaviour and discipline
- inform the school of any concerns about health, education, behaviour, and general welfare
- support the school's Homework Policy
- support the school's uniform code

Parent's Signature

The Child

I will:

- do all my classwork and homework to the best of my ability
 - obey the school's rules and be a positive member of our school family
 - bring the equipment I need every day
 - live out our school values

Child's Signature