



THOMAS BECKET CATHOLIC SCHOOL

BEHAVIOUR POLICY

2024 - 2025

Approved by: Local Academy Committee

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1. Aims

This policy aims to:

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

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

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

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

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

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

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

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

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

4. Roles and responsibilities

4.1 The governing board

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

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher (or those acting in the capacity of headteacher) can only make the decision to suspend/exclude a student.

4.3 Leadership team

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

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

4.4 Staff

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

Staff are responsible for:

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

4.5 Parents

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

Parents are expected to:

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

5. Student code of conduct

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

Attendance

READY

Arrive to lessons on time

Be ready to learn

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

Recognise the impact attendance has on achievement

RESPECTFUL

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

Discuss my attendance with my form tutor each week.

Be rewarded for good attendance

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

SAFE

Arrive in school on time and with a positive attitude.

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

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

Maintain 95% or above attendance record.

Lessons

READY

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

RESPECTFUL

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

SAFE

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

Conduct

READY

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

RESPECTFUL

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

SAFE

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

Uniform

READY

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

RESPECTFUL

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

SAFE

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

Rights and Responsibilities

READY

- Treat people with the respect you wish to receive yourself
- Make no judgements or form misconceptions about an individual's race, sex, religion or cultural background

- Accept and welcome visitors and new members of our school community

RESPECTFUL

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

SAFE

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

Environment

READY

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

RESPECTFUL

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

SAFE

- Enjoy a phone free environment at TBCS, with zero tolerance to any phones, headphones or electronic devices in school

- TBCS is a non-smoking/vaping site, no exceptions

Use practical equipment safely and maturely

6. The School Uniform

Blazer: Black with embroidered school logo.

Jumpers: Grey with embroidered school logo.

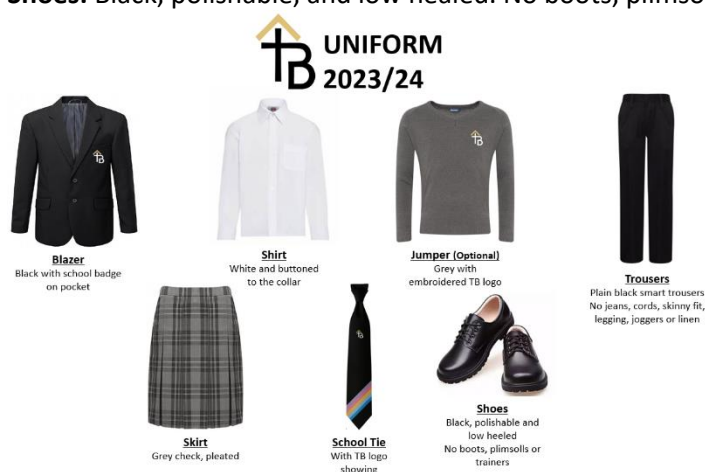
Shirt: White only buttoned to the collar.

School tie: Compulsory

Trousers: Plain black with pleat/seam along the front – no jeans, cords, skinny fit leggings, or joggers.

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

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



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

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

Hats and scarves: Plain blue /black woollen only

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

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

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

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

PE Kit – Compulsory Items at Thomas Becket Catholic School we have our own PE Kit. This is embellished with our logo. All items to be clearly labelled.

For PE lessons and representing the school at fixtures/events students will need to wear:

1. TB polo top
2. Black Shorts/ Black Lycra sport tights or Black tracksuit bottoms
3. Plain Black Trainers
4. TB Quatro PE Jumper

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

7. Behaviour management

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

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

8. Routines

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

9. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Thomas Becket, staff are expected to use and refer to [Charlie Taylor's checklist](#) to help enable them to manage behaviour in the classroom. With this they are also expected to:

- Make links to our schools core values of Respect, Truth, Compassion, Justice and Faith
- 'Meet and greet' students at the start of lessons
- Follow the 'End and Send' routines at the end of lessons
- Plan and teach lessons which are appropriate and support all learners including any SEND information
- Highlighting and promoting good behaviour following the 'WalkThurs' strategies
 - Positive relationships

- Establishing expectations verbally and non-verbally
- Signal, Pause, Insist (hand up for silence)

- Positive framing
- Rehearse routines.
- Choices and consequences
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Create and maintain a stimulating environment.

10. Rewards and sanctions

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

Positive behaviour will be rewarded with:

- Verbal Praise
- Badges, certificates and stickers
- ClassCharts Points
- ClassCharts digital badges
- Students names in the weekly Tutor PowerPoint
- Letters or phone calls home to parents
- Special responsibilities/privileges
- End of term rewards assembly
- Non-uniform day
- Vouchers for collecting positive points
- Gold tickets and prize draw

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class (On Call)
- Expecting work to be completed at home, or at break or lunchtime
- Setting of written tasks such as an account of their behaviour
- School based community service, such as tidying a classroom
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (PTL or PSP)
- Putting a student 'on report' through ClassCharts or on paper
- Withdraw from lesson (Learning Recovery)
- Suspension or exclusion

Sanctions can be given for a range of misdemeanors:

- 1st warning RRS= no consequence
- 2nd warning RRS = 30 min detention for not being ready, respectful, or safe
- 3rd warning RRS = 60 minute detention for being removed from a lesson
- 30 min after school detention given for being over 5 min late to a lesson or school 3 times

- 3 x 30 min detentions = 1 day in learning recovery
- Failure to attend an after school detention = 1 day in learning recovery

An accumulation of detentions will result in a behaviour monitoring report on ClassCharts.

If a student fails to turn up to a sanction, it will escalate to the next sanction. Continued missed sanctions will result in exclusion from school.

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

11. What the law allows

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

12. Detentions

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

Students who fail to attend a detention, unless giving a valid reason, will be booked into Learning Recovery on the next available day along with having to still complete the after school detention. Pastoral Support Officers (PSOs) and HoY, where possible, will contact home to inform parents along with logging this on ClassCharts

Detentions issued during period 5 will always rollover to the following day to ensure that parents are given enough notice.

13. Remove Room

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. At TBCS, removal allows for continuation of the student's education in a supervised setting. The continuous education may differ to the mainstream curriculum but will still be meaningful for the student.

Removal from the classroom is a serious sanction and therefore students who have been removed from a lesson will receive a 1 hour after school detention. They will be allowed to go to their next lesson, provided they are ready to return. Students should only be removed from the lesson in which they have been disruptive and for no longer than necessary. The length of removal will be dictated by the pastoral member of staff dealing with the student.

Removal should be used for the following reasons:

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

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

14. Learning recovery and exclusions

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

15. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

16. Malicious allegations

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

17. Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies.](#)

18. Training

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

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

19. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The follow are examples of the support which can be put in place:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
 - Tutor support - PTL (passport to learning), 5 day report card, calls home, letters home, detentions
 - PSO Support – PSP 1, 10 day report card, Round Robin from teaching staff, letters home, managed move, detentions
 - HoY Support – PSP 2, 10 day report card, Round Robin from teaching staff, letters home, alternative provision, placed in learning recovery
 - SLT Support – PSP 3, 10 day report card, Round Robin from teaching staff, letters home

20. Monitoring and evaluating school behaviour

The schools collects data from the following sources:

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

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

Data is shared regularly with the headteacher and governors

21. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

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

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

22. Child-on-Child Abuse

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

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

23. Confiscation

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

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

Mobile telephones, headphones and wearable electronics are not permitted and will be confiscated. These can only be collected by parent/carers after any confiscation:

- 1st offence = collection at the end of the day
- 2nd offence = 24 hour confiscation
- 3rd offence = 1 week confiscation

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#).

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

24. Policy review

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