Behaviour Policy
October 2025

St. Thomas' Church of England Primary School

1. **Vision and Ethos**

Inspired by the teachings of Jesus and the parable of the mustard seed (Matthew 13:31–32), we believe that even the smallest acts of kindness and courage can grow into something great.

At St. Thomas' CE Primary School, we are a community rooted in Christian values where every child is known, loved and supported to flourish. Our behaviour policy reflects our commitment to nurturing relationships, promoting dignity and fostering a culture of respect, responsibility and relationship repair. We believe in nurturing an environment where every child feels safe, valued and inspired to learn.

Staff recognise that all behaviour is a form of communication, reflecting the emotions and experiences of each child. We are committed to supporting pupils in developing the ability to understand and regulate their emotions and behaviour. Through this approach, we seek to nurture pupils who are kind, respectful and capable of forming positive relationships throughout their lives.

While the school has a set of rules, the primary aim of this policy is not to enforce compliance through a system of consequences. Instead, its purpose is to promote positive relationships, enabling all members of the school community to work together with the shared goal of supporting learning and personal growth.

This policy provides a framework that encourages cooperation, mutual respect and consideration for others, ensuring that everyone can work together effectively in a safe and supportive environment.

St. Thomas' shares a campus with Scoill Vallajeelt and there is an agreed protocol regarding behaviour at shared times (playtimes and lunchtimes). **Appendix 1**.

2. **Aims**

- To create a safe, calm, inclusive and nurturing environment to support learning and wellbeing.
- To support children in developing self-regulation, accountability and empathy to resolve conflict.
- To promote positive relationships and restorative practices as the foundation of behaviour management.
- To ensure consistency in expectations, rewards, and consequences.
- Promote inclusion and make reasonable adjustments for pupils with additional needs.
- To align with DESC and Church of England guidance, including safeguarding and equality legislation.

3. **Guiding Principles**

- **Positive first**- Praise, encouragement and visible routines are the tools to shape behaviour choices. Staff will praise good choices regarding behaviour.

- **Relationships**-Behaviour is relational and we prioritise connection before correction.
- **Repair**-We use emotion coaching conversations (**See Appendix 2**) to repair relationships and rebuild trust. Behaviours and feelings are named and the impact of these is explored to restore relationships and agree on next steps.
- **Values**—**Love, Respect, Forgiveness, Courage, and Fairness**—guide all interactions.
- **Inclusion and Equity**: Every child is supported to meet expectations with reasonable adjustments where needed.

Behaviour is taught, modelled and reinforced in the daily life of school whether it be in the classroom, assemblies, playtime or on school trips. All staff are responsible for promoting positive behaviour and responding to incidents with consistency and helping children understand the impact of their actions and to make restorative choices. Parents / carers are partners in promoting positive behaviour and are kept informed and involved in a timely manner.

4. <u>Expectations</u>

We expect all members of our school community to be:

- **Ready** to learn
- **Respectful** to others
- **Safe** in actions and words

These expectations are taught, modelled and reinforced through assemblies, Life Education lessons and daily routines. We promote the 8Rs in school life (Readiness, Remembering, Resilience, Resourcefulness, Relationships, Reflectiveness, Respect and Responsibility) and use an emotion coaching model called CALM to support the children's development of self-regulation.

This policy applies to all children and staff for all school activities whether on or off-site including educational visits.

All members of staff are aware of the regulations regarding the use of force by staff. Staff do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with Department guidelines on the restraint of children.

5. <u>Promoting Positive Behaviour</u>

Each class devise a set of Class Rules that are drawn up collaboratively. Staff explain why rules are important in a classroom and how, when keeping to the rules, the children will be rewarded. Every child knows the standard of behaviour that is expected in the classroom and the school.

Rewards should be frequent, specific, and meaningful, focusing on effort, kindness, perseverance and improvement, not just achievement.

Immediate, Informal Rewards

Used throughout the day to reinforce desired behaviour.

- Verbal praise — specific ("Thank you for lining up quietly.")
- Thumbs-up, smile, nod, or positive gesture
- Stickers or stamps on work or charts
- Marbles/pebbles in a class jar for collective goals
- Table points or team points

Celebratory and Recognition Rewards

Used for sustained effort, good citizenship, or improvement.

- "Star of the Day" or "Star of the Week" certificate
- Celebration assembly mention
- Displaying work on a "Proud Wall" or corridor board
- Postcard or note home from the teacher or headteacher
- 'Top Star' of the week from assembly
- Verbal feedback to parents / carers at the end of the day
- Extra playtime / class game / special privilege
- Class treat (movie, picnic, art session)

Long-term / Collective Rewards

Encourage teamwork and sustained positive behaviour.

- Class reward chart working towards a collective goal (e.g. 100 marbles = class party)
- Movie / popcorn treat half termly
- Recognition in newsletters, on the School Life Board or on the school website

Staff will use a variety of strategies to support children's self-regulation and ensure smooth transitions throughout the school day.

🧠 Brain Breaks

Short mental refreshers to help pupils reset and refocus.

Ideas:

- **Would You Rather?:** Quick questions to spark thinking and laughter.
- **5-4-3-2-1 Grounding**: Name 5 things you see, 4 you can touch, etc.
- **Mindful Breathing**: "Smell the flower, blow out the candle" technique.
- **Draw & Doodle**: 2-minute sketch challenge (e.g. draw a robot with 3 arms).
- **Alphabet Game**: Name animals, foods, or places starting with each letter.
- **Memory Chain**: "I went to the shop and bought…" memory-building game.

🕺 Movement Breaks

Physical activities to release energy and improve concentration.

Ideas:

- **GoNoodle or Just Dance**: Use short videos for guided movement.
- **Animal Walks**: Crab walk, bear crawl, frog jumps across the room.
- **Freeze Dance**: Dance to music and freeze when it stops.
- **Stretch & Shake**: "Shake out your arms, legs, and wiggle your nose!"
- **Simon Says**: Classic game with movement-based commands.
- **Deskercise**: Seated stretches and movements (e.g. arm circles, toe taps).

🔄 Transition Activities

Help pupils shift focus smoothly between lessons or locations.

Ideas:

- **Countdown Routine**: "In 5 we'll be ready… 4… 3…" with actions.
- **Call and Response**: Teacher says "Ready to learn?" Pupils reply "Yes we are!"
- **Line-Up Challenge**: Line up by birthday month, shoe colour, etc.
- **Silent Signal**: Use a chime, bell, or hand signal to indicate transition.
- **Class Jobs**: Assign roles like "transition captain" or "line leader."
- **Story Snippet**: Read 1–2 lines of a story to build anticipation for next time.

The school will provide training on behaviour management, where appropriate, and also positive handling / Team Teach for specific staff.

6. **Investigating & repairing**

Children are always praised for being honest and understanding that adults will listen to everyone who has been involved in an incident. Staff will make written notes, where appropriate, when investigating an incident and will share with SLT/Headteacher where appropriate. Parents may be contacted.

Conversations to repair relationships follow a structured format (**See Appendix 2 Calm Poster):**

- **C-connect** (I want to help, I am here for you, Would you like some space?)
- **A-acknowledge** (You seem angry as you're clenching your fist, I can see you're feeling upset. I wonder if it is because…, It's normal to feel angry about that.)
- **L-Limit** (It's ok to feel like that but it's not ok to behave like that, We don't push people, it could hurt them)
- **M-make a plan** (How were you feeling when that happened? Let's think what you could have done instead, Next time you feel like this you could….)

These conversations are led by staff and aim to build empathy, accountability and reconciliation.

7. **Responding to Behaviour / Consequences**

Consequences are applied fairly and consistently with a focus on reflection and learning from mistakes. They are proportionate to the behaviour, age of the child and take into account the individual's needs.

We use a **graduated and relational approach:**

Low-Level Behaviour

- Non-verbal cues or gentle reminders
- Move seating / short reset break
- Restorative chat with staff
- Reflection time in class

Moderate Behaviour

- Clear verbal warning with explanation of next step
- Time-out in partner classroom or quiet workspace
- Recorded in class behaviour log
- Restorative conversation with adult and peer
- Completion of a reflection sheet age / stage appropriate
- Temporary loss of privilege
- Parent/carer informed

Serious Behaviour

- Referred to SLT
- Restorative meeting with SLT and family
- Individual behaviour support plan
- Internal reflection time
- Fixed-term exclusion (in line with DESC guidance)

Bullying (including cyberbullying), discrimination and harassment are not tolerated. Incidents are investigated thoroughly and addressed in accordance with our Anti-Bullying Policy. Incidents are recorded and parents/carers are informed.

8. **Inclusion and Support**

We recognise that some pupils may need additional support.

- Use trauma-informed and attachment-aware approaches
- If a reflection sheet is used, it has to be age and need-appropriate
- Apology letter/card or drawing to encourage empathy and accountability

- Behaviour chart or plan for ongoing support and monitoring
- Supervised time away from the classroom-another class or with SLT
- Work with families and external agencies
- Provide Personal Learning Plans
- Assess triggers and make reasonable adjustments, additional adults support if available and appropriate, differentiated curriculum access and multi-agency plans where needed.

Positive Handling

A campus policy exists that sets out the framework for the use of reasonable force or positive handling. Positive handling is used as a last resort when staff judge that some harm will come to the child or others if physical intervention does not occur. Named staff attend training regarding Team Teach principles to use positive handling with pupils and after any restraint, a Bound Book is completed and is kept in the school office. The vast majority of situations can be de-escalated through Team Teach training and positive handling is used very infrequently. Parents will be informed if it has been used and if it is likely to be used again, parents will be invited to school to be part of a meeting to draw up a risk assessment.

9. ## Roles and Responsibilities

- **Staff**: Model positive behaviour, use positive behaviour strategies, record incidents, facilitate conversations to repair relationships and apply the policy consistently.
- **Pupils**: Take responsibility for their actions and engage in repairing relationships.
- **Headteacher**-implements policy, oversees exclusions, ensures staff training and consistency.
- **Parents/Carers**: Support the school's approach, engage in meetings, reinforce routines at home and maintain open communication.
- **Governors**: Approve the policy, review Headteacher's Reports, monitor the effectiveness of the policy and ensure alignment with statutory guidance.

At St. Thomas' CE Primary School, in line with the 2017 Equality Act, we aim to:

- • Eliminate discrimination.
- • Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- • Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

10. ## Monitoring and Review

Behaviour data (logs, incidents recorded by SLT) is reviewed termly or more frequently depending circumstances, by SLT and shared with governors. This is to identify any trends, use of consequences, incidents involving protected characteristics, identify training needs

and inform pastoral interventions. Pupil and parent voice are gathered annually to inform policy updates.

Serious behaviour incidents may be recorded on the school's Managing Information System-Arbor-in line with DESC guidance.

Policy Review

This policy is reviewed annually and updated in line with DESC and Church of England guidance, including safeguarding and equality legislation.

Signed:_____Date:_____

This policy should be read in conjunction with:
- **DESC Anti-Bullying Policy**
- **DESC Inclusive Education Policy**
- **Church of England's "Flourishing for All" anti-bullying guidance**
- **Meadow Campus Child Protection Policy**
- **St. Thomas' CE Primary School Anti-Bullying Policy**

Appendix 1

St. Thomas' CE Primary School shares a campus with Scoill Vallajeelt. Although each school has a separate Behaviour / Relationships Policy, all the children share the same playtimes and dinnertimes. The poster below is displayed in all classrooms and around the campus and it something staff refer to when discussing behaviour with campus children at shared social and learning times. The main value exemplified is respect and the text around the children shows the children the behaviour staff expect to see.

Appendix 2

CALM emotion coaching script

Emotion Coaching

C — Connect

- Would you like to be close to me?
- I am here for you
- I want to help
- Would you like some space?
- I know we can sort this out together

A — Acknowle

- You seem angry as you're clenching your fists and shouting
- I can see that you're feeling upset. I wonder if it's because…
- I'm sorry that happened to you. You must feel very…
- It's normal to feel angry about that. I would feel that way too
- I can understand why you might be feeling sad about…
- I can see that you're kicking the wall in frustration. I would be feeling upset too if…

L — Limit

- It is OK to feel like that, but it's not OK to behave like that
- In this house, the xBox is turned off at 7pm so that is what I am going to do
- I am going to take this stick because I need to keep everyone safe
- It is OK to feel angry but it is not OK to throw things at your sister
- Its's not OK to swear at me
- We don't deal with our emotions by hurting others
- The rules are that you give me your phone before bed so you can have a good nights sleep
- We don't push people. It could hurt them.

M — Make a

- Have you felt that way before?
- Let's think of what you could have done instead
- Do you think that… would be more helpful?
- How were you feeling what that happened?
- Can you think of a different way to deal with your feelings?
- Next time you feel like this, you can go to the safe space we have agreed
- What were you trying to achieve by…?
- I can help you find a different way to cope
- Let's decide what you will do next time you feel like this.