



St Thomas CE Primary

Behaviour Policy for Emotional and Behavioural Needs

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God's Love in Action

Our children are at the heart of everything we do through *Christian values and relationships*. *Living and learning together*, we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of *self-belief, mutual respect, and belonging* through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for *happy and successful life-long learning*.



1. Vision and Values

1. Vision and Values

At St Thomas CE Primary School, we believe that behaviour is a form of communication and must be understood within the context of emotional need, development and lived experience.

We are committed to:

- Creating a **safe, inclusive and nurturing environment**
- Promoting **emotional literacy and self-regulation**
- Fostering **positive relationships and belonging**
- Supporting pupils through **restorative and relational practice**

We expect all members of our community to:

- Maintain high standards of conduct
- Accept responsibility for behaviour
- Encourage others to make positive choices

The positive behaviour policy is for all staff, pupils, parents, carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school is committed to the emotional health and wellbeing of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole community.

St. Thomas Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of the learning culture and productive learning.

Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

Our Policy guides staff to teach self-regulation. It is underpinned by our key learning behaviours highlighted in our school rules:

"Are you..."



- **R**espect everybody and everything.
- **U**se all opportunities to do your best.
- **L**ook out for the safety of everyone.
- **E**ach choice you make is your own responsibility.
- **S**peak and listen politely.

At St Thomas, we believe that our Christian distinctiveness supports our children to make positive behaviour choices underpinned by their moral compass and our shared values.

2. Core Behaviour Principles

2.1 Behaviour is Communication

Children may present challenging behaviour due to:

- unmet emotional needs
- trauma
- neurodevelopmental differences (e.g. ADHD, autism)

Staff will:

- seek to understand before responding
 - identify triggers and patterns
 - teach alternative behaviours
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2.2 Relationships Matter

Positive relationships underpin successful behaviour systems. Staff will:

- build trust and belonging
 - respond with empathy and consistency
 - separate the child from the behaviour
-

2.3 Regulation Over Punishment

Our approach focuses on:

- teaching self-regulation
 - reducing escalation
 - guiding behaviour through support rather than punishment
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2.4 Consistency Creates Safety

Effective behaviour systems are:

- predictable
- calm
- consistently applied

3. School Behaviour Expectations

We expect all members of the school community to:

Be Ready

- arrive on time
- bring equipment
- listen to instructions
- focus on learning

Be Respectful

- use kind language
- respect others' space and property
- follow adult instructions
- value differences

Be Safe

- move calmly
- keep hands and feet to themselves
- use equipment appropriately
- help create a safe environment

These expectations will be:

- explicitly taught
- displayed around school
- revisited regularly
- reinforced through collective worship and classroom practice

4. Classroom Practice

3.1 Positive Behaviour Support (PBS)

Staff will:

PBS is a proactive approach that focuses on:

- Identifying triggers and preventing escalation
 - Teaching alternative behaviours
 - Reinforcing positive behaviours
 - Using data to monitor progress
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3.2 Zones of Regulation

This curriculum helps children:

- Recognize their emotional states (blue, green, yellow, red zones)
- Learn tools to self-regulate
- Build emotional vocabulary

It's widely used in schools and SEN settings.

3.3 Restorative Practice

Instead of punitive measures, this approach:

- Encourages accountability through dialogue
 - Repairs relationships after incidents
 - Builds empathy and community
-

3.4 Collaborative and Proactive Solutions

Staff will:

- identify lagging skills
 - work collaboratively with pupils
 - reduce power struggles
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3.5 Emotion Coaching

Adults will:

- validate feelings
- name emotions
- guide pupils to regulate behaviour

4. Staff Response Protocol

4.1 Pre-Emptive Strategies

Staff will:

- greet pupils positively each day
 - establish consistent routines
 - use visual supports
 - conduct emotional check-ins
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4.2 Early Signs of Dysregulation

Staff response:

- use calm tone
- offer simple choices
- redirect to safe space

Example script:

- "I can see you're feeling overwhelmed. Let's find a calm space."
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4.3 Escalation or Aggressive Behaviour

Staff will:

- prioritise safety
- reduce language
- avoid confrontation

Adults may:

- remove audience
 - provide quiet space
 - use grounding techniques
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4.4 Post-Incident Reflection

Restorative questions:

- What happened?
- What were you feeling?
- Who was affected?
- What can we do to make it right?
- What can we do differently next time?

Staff actions:

- record incidents (CPOMS)
 - inform parents
 - update support plans
-

4.5 Ongoing Support

Support may include:

- regular check-ins
- nurture provision
- external agency involvement
- personalised regulation plans

5. Roles and responsibilities

5.1 Staff Responsibilities

Staff will:

- Award dojo points for positive behaviour
- Always address children who are struggling to meet expectations.
- Always redirect children by referring to the school rules.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use Behaviour Flow chart attached.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Deliberately and persistently catch children doing the right thing and praise them in front of others, using stickers, notes, certificates etc.
- Know classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion both in action and verbally.
- Wherever possible, use non-verbal cues to support a calm environment:
 - ✓ Lower hands = children to sit down.
 - ✓ Raising a hand to ear = children to listen.

- ✓ Fingers on lips = children to be quiet.
 - ✓ Twizzle of the finger = child(ren) to turn around.
 - ✓ Pointing at eyes = children to look at the teacher.
 - ✓ Raise hand = all children to put down any objects, stand or sit still, stop talking, look at the teacher showing that they are ready to listen.
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5.2 Senior Leadership Team

Leaders will:

- Take time to welcome learners and their families at the start of the day.
 - Be a visible presence around the school, particularly at busy transition times.
 - Regularly share good practice.
 - Regularly celebrate staff and children whose efforts go above and beyond expectations.
 - Award dojo points around school for positive behaviour and calm transitions.
 - Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
 - Ensure staff training needs are identified and met.
 - Use CPOMs to target and assess interventions.
 - Support teachers in managing children with more distressed behaviours.
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5.3 Headteacher

The headteacher will:

- Implement the school Positive Behaviour and Policy consistently throughout the school.
 - Report to the governors, when requested, on the effectiveness of the policy.
 - Ensure the health, safety, and welfare of all children in the school.
 - Support the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
 - Keep records of all reported serious incidents of behaviour.
 - Report exclusions to the chair or governors and Central Team
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5.4 Parents and Carers

Parents are expected to:

- work with the school so that children receive consistent messages about how to behave at home and at school.
- always speak to our staff with respect and dignity.
- read, support and model our school rules.

- check in on classroom dojo to monitor their child's progress.
 - their child's learning and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
 - If the school must use reasonable consequences to help a child follow the school rules and learn well, we expect parents/carers to support the actions of the school.
 - Attend parental consultations during the year.
 - Inform class teachers if they have a concern about their child's behaviour, or the behaviour of another child towards their child.
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5.5 Pupils

Pupils are expected to:

- learn to the best of their abilities and allow others to do the same.
 - treat others with respect.
 - uphold the school's rules.
 - follow the instructions from the staff.
 - take care of property and the environment in and out of school.
 - co-operate with other children and adults.
 - take a pride in themselves, their class, and their school.
 - move around the school and work in a quiet, orderly manner.
 - take responsibility for their actions and make amends for any inappropriate choices they may make.
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5.6 Governors

The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

6. Systems and recognition

6.1 Positive Reinforcement

Positive behaviour is recognised through:

- dojo points
- praise
- certificates
- communication with parents

6.2 Classroom Dojo

Classroom dojo is an online tool, which the school uses to monitor behaviour and keep parents informed with what happens in and around school. Each child and parent are allocated an account, where they can receive information and photographs from the school office team. Every child is given a profile which can gain points for positive behaviour. Each point is linked to a different expectation around school, some in class and some outside of the classroom. Children are awarded points for positive behaviour and can use their points for certain prizes and events at various times in the year.

The “needs work” point deduction on classroom dojo is linked to each of our school rules, demonstrating that we should always be upholding the core values and rules of our school. Parents can see their children’s points at home (on the app) and why points were deducted if that child has broken a school rule and not redeemed themselves. This process ensures that the parents are informed and are an active part in our behaviour system.

Children work together on whole class points, based on positive behaviours. Every week, classroom dojo displays the percentage of positive rewards for each class and are then entered into a leader board, where the top 3 are announced on a Friday. The class with the highest percentage of positive behaviour receive a trophy to display in their classroom for that week.

Rewards:

- individual points
- certificates
- borrowing books from Mr Moss’ library or the school library
- class rewards
- weekly recognition

7. Responding to behaviour

7.1 Language Around Behaviour

Staff will:

- use calm, professional language
 - describe behaviour, not label the child
 - avoid emotional or exaggerated terms
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7.2 Extreme Behaviour

Some pupils may require:

- personalised behaviour plans
- consistent adult support
- trauma-informed approaches

Physical intervention:

- last resort
 - trained staff only
 - always recorded
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7.3 Physical Behaviour Towards Staff

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention Policy and should call for support if needed. Only staff who have been trained should hold a child. All staff should report incidents directly to the Executive Headteacher or member of SMT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved.

Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SMT. While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Staff will:

- prioritise safety
- use reasonable measures
- report all incidents

Support will be offered following incidents.

8. Vulnerable pupils and SEND

We recognise the need for:

- reasonable adjustments
- personalised approaches
- inclusive practice

Behaviour will be managed:

- proportionately
- with consideration of individual needs

9. Serious behaviour and exclusion

Exclusion (formerly known as Fixed Term Exclusion):

Exclusion will occur following extreme incidents at the discretion of the Executive Headteacher.

An exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Permanent Exclusion or Managed Move Exclusion:

This is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

A permanent exclusion will be the last resort, and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions. A Permanent Exclusion Register will be kept monitoring exclusions.

Beyond the School Gate:

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing our school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- Online bullying or use of social media

At St Thomas, we recognise protected characteristics from The Equality Act 2010: The following characteristics are protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

Children with Special Educational Needs and Disabilities (SEND)

'Special educational needs' is a legal definition and refers to children with learning barriers or disabilities that make it harder for them to learn than most children the same age. At St Thomas, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have.

9.2 Re-integration meetings

Following a fixed-term exclusion, the school will arrange a reintegration meeting prior to or on the pupil's return. This meeting will involve the pupil, parent/carer and a member of the senior leadership team. The purpose is to reflect carefully on the incident that led to the exclusion. The pupil will be supported to articulate their understanding of what happened. Adults will provide a clear and proportionate explanation of why the behaviour was not acceptable. The discussion will focus on learning from the incident rather than assigning blame. Together, the group will identify triggers or contributing factors to the behaviour. Where appropriate, strategies will be agreed to help the pupil manage similar situations in the future. A personalised action plan will be created to support a successful reintegration. This may include adjustments, mentoring, or targeted pastoral support. Clear expectations for behaviour moving forward will be explicitly outlined. The pupil will be given the opportunity to contribute to agreed next steps. Check-in arrangements will be established, for example daily or weekly reviews. A named adult will often be identified as a key point of contact for the pupil. Parents/carers will be informed about how progress will be monitored and communicated. The school will provide regular updates on how the pupil is settling back into routines. Opportunities for restorative conversations may be included where appropriate. The approach will remain flexible and responsive to the individual child's needs. Adjustments will vary depending on the context, severity of the incident, and pupil profile. The overarching aim is to support the pupil to reintegrate positively, safely and successfully into school life.

Policy Links:

Child Protections and Safeguarding Policy
Anti-bullying Policy
Child on Child Abuse Policy
Online Safety Policy
Exclusions Policy
Physical intervention policy
Special Educational Needs and Disabilities Policy
Staff Code of Conduct

Appendix 1 – Classroom Script Examples and Stages of response

Attention Signal

“3, 2, 1... eyes on me.”

Positive Narration

“I can see Year 4 are ready with pens down and eyes forward.”

Reminder

“Our expectation is respectful listening. Just waiting on one or two students...thank you.”

De-escalation

“I can see this feels difficult right now. Let’s take a moment and talk when you are ready.”

Stage 0 – Behaviour is good			
What are the concerns?	Who should deal with this?	What is our response?	Value
No concerns.	Classroom staff	<ul style="list-style-type: none"> • Dojo points awarded • Stickers • Certificates • Positive affirmation • Phone calls home 	St Thomas dojo rewards
Stage 1 – Low level concerns:			
What are the concerns?	Who should deal with this?	What is our response?	Value
Children’s learning is disrupted. Child is not following the school rules and ethos.	Classroom staff	<ul style="list-style-type: none"> • Verbal reminder of expectations. • Time to make the right choice and rectify the behaviours. 	Child is given until the next lesson or until break to make the right choices and show a change in behaviour.
Stage 2 – Low-level disruption continues after verbal warning			
What are the concerns?	Who should deal with this?	What is our response?	Value
Repeated interruptions to learning. Child is not following the school rules and ethos.	Classroom staff	<ul style="list-style-type: none"> • Dojo point is taken away • Time to make the right choice and rectify the behaviours. 	Needs work comment is chosen Child is given a 5-minute time limit to make good choices (EYFS Time out)

Stage 3 – Repeated low level and higher-level disruption/behaviour			
What are the concerns?	Who should deal with this?	What is our response?	Value
Continued interruptions to learning. Rules and ethos continually not being followed.	Class staff with support from Pastoral Care or middle leader	<ul style="list-style-type: none"> • Consequence given/ child moved space, into other class or on own/ missed break • Parent informally spoken to at the end of the day 	Child is moved for 15 minutes into another space.
Stage 4 - High level disruption/behaviour			
What are the concerns?	Who should deal with this?	What is our response?	Value
Unacceptable language (swearing, racist or homophobic) Physical violence Children/adults safety is at risk.	Pastoral Care Middle leaders Mr Moss Miss Williams	<ul style="list-style-type: none"> • Child is removed • Child works in isolation • Parent is contacted by SLT • 6-week behaviour book • Possible Suspension 	Child is removed for the remainder of a lesson or breaktime.