



St Thomas's
CE Primary School

Relationships and Behaviour Policy

Date of Sign Off: October 2025
Date of Review: October 2026



Vision

Our vision is to inspire, believe, and achieve through a strong foundation of Christian values. With God, all things are possible. We provide enriching experiences, believing in the potential of every learner. Through trust, friendship, respect, and kindness, we create a learning community where children flourish academically, socially, and spiritually.

Our vision is built on our strong Christian Values and that “With God all things are possible” Matthew 19:26. Our offer is closely aligned to the Church of England vision to live ‘Life in all its fullness’ John 10:10.

Introduction and Rationale

At St Thomas’s C.E. Primary School we work together to maintain a positive, caring and supportive atmosphere in which all members of the school community feel safe and valued. We strive to provide a positive and nurturing learning environment in which all children have the opportunity to achieve success in all they do.

At St Thomas’s we believe high expectations of behaviour underpin the ethos of the school. We encourage all to embody our school values of Trust, Friendship, Respect and Kindness. We encourage everyone in school to adopt a consistent and positive approach towards behaviour, as stated within this policy.

This policy outlines the philosophy, purpose, nature, organisation and management of pupil behaviour and relationships. It is focused on building positive relationships between all members of our community, through clear, consistent, and high expectations, supported by clear processes for dealing with inappropriate behaviour.

Values

Our school values underpin life in our school, how we conduct ourselves both in school and when representing the school.

Trust Friendship Kindness Respect

It is the responsibility of every member of our school community to apply this Relationships and Behaviour Policy with equity, fairness and consistency.

Core Beliefs of this Policy

- Behaviour can change, and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming, shaming and punishing
- Recognising and reinforcing positive behaviour helps develop a child’s positive self-image
- Understanding the needs and individual circumstances of each child will help us to act in the moment in the best interests of each child

- The careful use of reward, recognition and celebration helps to further improve children's self-image
- The careful use of restorative techniques will help children to develop an understanding of the impact of their behaviour

Aims

- To create an environment which recognises, encourages and reinforces good behaviour.
- To define appropriate behaviour.
- To enable each child to understand how their actions affect others.
- To encourage consistency of response to both positive and negative behaviour.
- To allow each child to accept responsibility for their own actions.
- To promote self-esteem, self-discipline and positive relationships.
- To maintain a caring and safe community in which effective learning takes place.
- To ensure that school's expectations and strategies are widely known and understood.
- To work in partnership with parents, carers and outside professionals in order to meet the needs of all children.
- To respond to individual circumstances in a manner appropriate to the age and situation of the child or children involved.

To achieve this, St Thomas's C.E Primary School will use this policy, the PHSCE curriculum, the behaviour curriculum, our wider taught curriculum, assemblies, Rights Respecting Schools, and other learning experiences to:

- Explicitly and implicitly teach social skills, emotional literacy and strategies for self-regulation
- Agree what acceptable behaviour is and regularly discuss and remind the children of this
- Promote equal opportunities and instil a positive attitude towards differences
- Encourage, through teaching and the use of restorative strategies, children's understanding of the impact of their words and actions on themselves and others

The St Thomas's Way – Positive Behaviour for Learning

BE READY BE SAFE BE RESPONSIBLE

At St Thomas's, we recognise the importance of consistency, routine and clear high expectations on behaviour. The expectations above have been devised to give children, staff and parents clarity in our behaviour expectations. They are displayed and taught explicitly in every classroom.

Relationships are at the heart of positive behaviour management and as such, we believe that children should be recognised, praised and rewarded in public and reminded of expectations in private. Positive behaviour should be recognised and commented on sincerely, rather than just being rewarded.

However, we also understand that for some children, at certain times, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Agreed Adult Behaviour

All adults at St Thomas's C.E. Primary School understand that it is impossible for us to 'control' children's behaviour; the only aspect of behaviour we can control absolutely is our own. Through applying a number of agreed practices, we believe that we have the best chance to improve negative behaviour patterns and enhance positive behaviours.

We believe it is an important responsibility for all adults to model high standards of behaviour when interacting with children and with each other.

Roles and Responsibilities

'The culture is set by the way the adults behave.' Paul Dix, 2017

All Staff will:

- Redirect students by referring to 'Be Ready, Be Safe, Be Responsible'
- Focus on effort, not achievement
- Celebrate when children go above and beyond expectations
- Be calm and give time when going through the behaviour pathway.
- Never ignore or walk past children who are not following our code of conduct or those who are or going above and beyond
- Deliberately and persistently catch students doing the right thing and praise them in front of others, where appropriate for that child
- Strive to develop positive relationships with all students and the whole school community
- Relentlessly work to build mutual respect and demonstrate and model unconditional care and compassion

As adults we should aim to:

- Create a positive, caring climate with high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Encourage relationships based on kindness, respect and an understanding of the needs of others
- Use repeated routines and scripted interventions for challenging situation
- Use restorative conversations to follow-up negative behaviour

Home and School Partnership

We constantly strive to involve parents and carers in the education of their children. If behavioural issues arise, it is essential that we work together to resolve difficulties. We will keep parents informed and will discuss ways forward with them.

We encourage and liaise with parents to support good attendance and behaviour in school through the Home School Agreement, parents' meetings, SEND reviews, open days and newsletters.

General Rules

- Pupils and parents must make every effort to arrive at school on time.
- Pupils should wear their school uniform with pride.
- Pupils should be kind and helpful to each other and to adults in school.
- For safety reasons all pupils must remove jewellery for PE lessons.

Rewards

Our behaviour policy is based on a positive model that praises and reinforces good conduct and attitudes. Our emphasis is on the recognition and reinforcement of good behaviour. We believe that rewards have a motivational role, helping children to understand that good behaviour is valued. Rewards used in school include:

- Sincere positive praise, enthusiasm, positive body language and oral recognition with genuine feedback
- Classroom reward schemes including dojos and stickers
- A note, message or phone call home
- A written comment of praise on children's work or an acknowledgement that a target has been met.
- A visit to another member of staff for praise or commendation.
- Pupil praise or encouragement in class or assembly.
- The presentation of bronze, silver and gold certificates and badges at the weekly celebration assembly based around our school aims and code of conduct.
- Positive comments in annual reports to parents.
- Opportunities for children to undertake various responsibilities in school, such as peer mediators, school prefect or librarian.

Sanctions

At St Thomas's, we recognise that children will not always make positive behaviour choices. Sanctions should not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child. This section outlines the agreed steps adults will follow to manage negative behaviour choices in school. It includes a clear progression of actions, scripts to support staff with positive, assertive behaviour management and clear sanctions. All staff should:

- Use a calm, measured approach.
- Refer to the child by name.
- Lower themselves to the child's level.
- Make eye contact.
- Speak to the child about their behaviour using the St Thomas's micro script.
- Try to work out with the child how the problem is to be resolved using the restorative justice flowchart prompts.
- Allow take up time for instructions to be followed.
- Not engage with secondary behaviours.
- Acknowledge their own feelings and ask for support if they are not able to maintain a calm, measured approach.

The Behaviour Cycle for dealing with negative behaviour choices

Reminder. Clear reminder of the three simple rules (ready, safe, responsible) delivered as privately as possible – a quiet word, not overheard by others.

Warning. Clear verbal warning delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Last Chance. Ask the child to 'Stay behind two minutes during the next break'. During this time, speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.

Consequence. This might be a short time spent in another classroom or with another adult during break. It is time for the child to clam down, breathe, look at the situation from a different perspective and compose themselves.

Restoration. This may be a quick chat during break or a more formal meeting. Follow the restorative justice flowchart.



Restorative Conversations

To enable children to develop empathy and understand the impact of their behaviour choices on others, restorative conversations are essential. It is imperative that the member of staff who initially dealt with negative Be Ready Be Safe Be Responsible behaviour carries out the restorative conversation (supported by a member of SLT, if appropriate). This will help to ensure continuing positive relationships but also teach the child to reflect on their behaviour choices. Every staff member has been provided with our code of conduct which includes our restorative questions, and these must be used to structure this conversation.

Persistent Negative Behaviour

Repeated negative behaviour (more than one time-out or restorative conversation in any day) results in parents being notified, either through a phone call or a face-to-face conversation. This must be recorded on CPOMS.

As a school, we recognise that behaviour can be a way of communicating emotions. Where children persistently find self-regulation challenging, the notice, check and try system will be used in discussion with the class teacher, the child, parents/carers, SENDCo, SLT and any other relevant adults.

Pupils with Additional Needs

Where a child has additional needs, which are recognised as part of our Special Educational Needs register or has behavioural needs as a result of a disability or medical condition, the procedure for managing behaviour may differ from the details within this Relationships and Behaviour Policy. The adapted or alternate procedure will be created in discussion with the child, parents/carers and other appropriate professionals and outlined on the child's Individual Support Plan to target their needs. Outside professional agencies will be contacted to provide further support as necessary.

Lunchtime Behaviour

We expect our children to behave as well at lunchtime as they do during class time. However, we acknowledge the nature of disagreements at lunchtime may be around children getting on and falling out in play situations. Our peer mediators encourage positive play at lunchtime and help children find their own solutions to disagreements in the playground. All midday supervisors receive regular training about our code of conduct and behaviour policy.

We have a no-tolerance approach towards violent behaviour, defiance towards a member of staff and the use of abusive or racist language. The parents of a child behaving in this way will be contacted immediately and appropriate action will be taken. Racist incidents will also be logged.

Bullying

Bullying is defined as sustained and continuous torment of a physical, verbal, emotional, racist or sexual nature. A single or isolated incident does not constitute bullying. Children are encouraged to tell a trusted adult about any incidents that cause distress and these will be recorded on CPOMS. Assemblies are used to discuss bullying in a supportive and informative way. In school we use the STOP message to help children understand what bullying is.

S = Several

T = Times

O = On

P = Purpose

We will ensure that:

- The complainant's teacher will investigate all incidents of bullying.
- The teacher will log any issues on CPOMS, thereby alerting the DSLs.
- The parents of the complainant and the instigator will be contacted.
- The situation will be monitored over time to ensure it does not continue.

Exclusions from School

St Thomas's C.E. Primary School does not believe that exclusion is the most effective way to support children in developing and improving their behaviour and we will always try to adapt and modify provision for all our children to attempt to ensure they are able to access a successful education. Exclusions will be administered in accordance with LA procedures and will be used only as a last resort when all appropriate strategies have been implemented and have failed to bring about a sustained improvement of behaviour.

The Role of the Parent in Encouraging Positive Behaviour

Parents are encouraged to take an active role in all parts of their children's education, including encouraging positive behaviour. We would encourage parents to do so by:

- Ensuring that children attend school regularly, arriving on time, alert, rested and prepared for learning and are collected promptly at the end of the day.
- Understand and support the school in our behaviour expectations and practices as much as possible.
- Support the work of the school as staff seek to support children and their families.

School staff will always aim to contact parents as soon as possible where there are concerns about significant negative behaviour choices. Staff will not routinely contact parents about minor transgressions.

Conclusion

All staff at St Thomas's C.E Primary School have high expectations of behaviour and strive to be consistent and positive in our approach. All staff are expected to be good models of behaviour in their conduct towards each other and towards the children.