

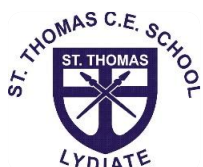


Behaviour Policy

Policy Updated: January 2026

Adopted by Full Governing Board: October 2025

Date for Review: October 2026



Let your Light Shine' Matthew 5:16



St Thomas' Church of England Primary School.

Behaviour Policy

At St Thomas' Church of England Primary School, our Christian vision of "Let Your Light Shine" builds upon and strengthens our existing Christian foundation. Inspired by the teachings of Jesus, we seek to nurture a community where every child and adult is known, valued and supported to flourish academically, socially and spiritually.

This vision complements Christian values. It reminds us that behaviour is relational and that strong, trusting relationships are the foundation of positive behaviour, effective learning and emotional wellbeing. Through compassion, forgiveness and responsibility, we support children to reflect God's love in their actions and attitudes.

Rationale & Christian Foundation

This policy outlines the philosophy, purpose, organisation and management of pupil behaviour at St Thomas'. It reflects our Christian foundation and our commitment to ensuring that every child feels safe, respected and able to learn.

We recognise that children bring different experiences, identities and needs into school. Behaviour is shaped by lived experience, including trauma, loss, neurodiversity and social disadvantage. Our approach therefore prioritises understanding, equity and dignity, ensuring that expectations are high, but support is responsive and fair.

This policy is a working document developed in consultation with pupils, parents, staff and governors. Its consistent and compassionate implementation is the responsibility of all staff.

Principles

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within St Thomas CE primary school:

The school community promotes Christian values including compassion, thankfulness, respect, responsibility, peace and friendship within a caring and nurturing environment

All members of the school community have a right to feel safe

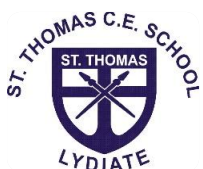
All members of the school community have a right to respect

All members of the school community have a right to learn.

In addition to the principles already outlined in this policy, we promote the following enhancements, reflecting our vision Let Your Light Shine:

- Strong, positive relationships are the foundation of effective behaviour support
- Behaviour is communication and should be understood in context
- High expectations are maintained alongside high levels of support
- Inclusion, equity and dignity underpin all responses to behaviour
- Trauma-informed and restorative approaches are used to support learning and repair relationships

These principles sit alongside, and do not replace, the existing principles of safety, respect and the right to learn.



Acceptable behaviour

St Thomas' C of E Primary School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. We believe in teaching children how to behave and supporting our pupils in making the right choices in three key areas: Learning behaviour (Be Ready), Values (Show Love) and Etiquette (be Respectful).

The school expects pupils to work as hard as they can at all times; they should be ready and eager to learn and are not to disrupt the learning of others. Children are expected to be respectful towards everybody and everything around them: always polite and demonstrating exemplary manners. Above all, Children are expected to demonstrate our six core Christian Values of Compassion, Thankfulness, Responsibility, Peace, Friendship and Respect.

Pupils are expected to keep to the school expectations, which have been developed in consultation with them, and contribute to the positive ethos of the school. At St Thomas' we have high expectations of every pupil as we believe this enables each child to flourish to their greatest potential, whilst contributing towards a happy, safe and nurturing environment. Through these high expectations of learning behaviour, respect, courtesy and embedded Christian Values, we are preparing children for their future outside of St Thomas' primary.

Our aim is to work with our pupils and their families in order to help them to make the correct choices with regards to their behaviour inside and outside of school. We believe that the teaching and modelling of good behaviour is key in supporting our pupil's development. If a child's behaviour is not meeting our high expectations, then we believe it is our role, with the support of parents, to teach that pupil how to behave and offer them the support that they need in order to make improvements.

We follow the **St Thomas Behaviour curriculum** to teach behaviour and to ensure every child knows how to behave. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. We have also engaged in plenty of reading and research about behaviour including the Paul Dix book, 'When the Adults Change, Everything Changes' and the Behaviour Report from Tom Bennett 'Creating a Culture: How School Leaders Can Optimise Behaviour'. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that.

All staff are trained in relation to behaviour and are provided with frequent reminders of our behaviour policy. It is therefore responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being. The school expects pupils to behave in this way both on and off the school premises.

Equality, Diversity and Inclusion

In line with our **EDI Policy**, behaviour expectations and responses are inclusive and equitable. We:

- Recognise that behaviour may be influenced by culture, identity, SEND, trauma or unmet need
- Make reasonable adjustments to avoid disadvantaging any pupil



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- Challenge discrimination, prejudice and bias swiftly and constructively
- Use restorative approaches to repair harm and rebuild trust
- Ensure that sanctions are fair, proportionate and never discriminatory

Trauma-Informed Approach

St Thomas' follows a trauma informed approach which recognises that:

- Some behaviours are stress responses rather than deliberate choices
- Safety, connection and regulation must come before correction
- Predictable routines, calm adults and emotional literacy support behaviour

School Rules

The staff have, with involvement of the pupils, established three positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below:

- **Be Ready** - We are ready to learn and always work hard
- **Show Love** - We demonstrate our six core Christian Values of Compassion, Thankfulness, Responsibility, Peace, Friendship and Respect in **everything** that we do.
- **Be Respectful** - We respect ourselves, others and everything around us.

These rules are displayed around school. Every member of staff refers to these rules frequently and consistently during lessons, playtimes and assemblies. Our St Thomas' Way reminds all pupil and staff of our Three Rules and expectations:

The St Thomas' Way

Be Ready

We SLANT:

S – Sit up
L – Listen carefully
A – Ask and answer question
N – Nod our heads
T – Track the speaker



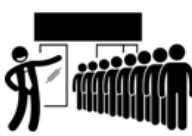
We stop when we see the STOP signal



1, 2, 3
We use 1, 2, 3 to quickly and quietly line up...

Be Respectful

We demonstrate **Calm Corridors** around school and hold doors open for each other!



Greet others by name:

Good Morning...
Good Afternoon...
How are you?

Use our manners consistently:

Thankyou...
Please...
Excuse me...
I'm sorry...

Show Love

We demonstrate of six Christian Values of:

Compassion
Thankfulness
Responsibility



Peace
Friendship
Respect



Jesus said, 'Come follow me, live your lives the way God wants you to.'

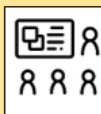





We believe that our rules and expectations need to be clear and explicit for all to see and understand. We have therefore devised a list of expectations split into four categories that staff and children can refer to as necessary:

In our classrooms, you will see us:

- SLANTing
- Using 1, 2, 3 to line up sensibly
- Starting our task as soon as we enter the classrooms
- Ensuring we are prepared for and ready to learning
- We follow clear routines throughout lesson
- Clear, clutter free desks
- Working independently (we may take notes!)
- Staying on task
- Taking pride in the presentation of our work
- Treating our environment and equipment with respect
- Taking part in discussion, showing an interest in the ideas of others



You won't see us....

- Swinging on chairs
- Calling out
- Talking whilst the teacher is
- Disrupting others
- Fiddling with items on our desk

When playing outside, you will see us:

- Treating others with kindness
- Demonstrating respect to all peers and staff
- Trying to resolve any disagreements independently
- Taking part in different activities
- Making sure everyone feels included and valued
- Following the football rules
- Using the 'Five Minute Warning' to prepare for the end of lunchtime
- Lining up quickly and sensibly as soon as the whistle is blown
- Treating our environment and equipment with respect



You won't see us....

- Taking part in rough play
- Using unkind words or inappropriate language
- Going indoors, unless we have permission from a member of staff
- Behaving in a way that may upset others
- Going into the trees at the back of the field

In St Thomas' restaurant, you will see us:

- Wonderful walking
- Lining up quietly, standing straight
- Remembering our manners
- Carrying trays sensibly
- Using indoor voices
- Using our knives and forks
- Clearing tables completely then sitting back down
- Pushing in chairs and lining up sensibly



You won't see us...

- Getting out of our seats when we don't need to
- Running
- Being silly
- Talking loudly

When around school demonstrating outstanding etiquette, you will see us:

- Wonderful walking
- Holding doors open – letting others through a doorway before walking through yourself
- Greeting people politely - saying 'Good Morning' or 'Good Afternoon'
- Using eye contact when somebody is talking to you
- Using 'please' when asking or something
- Using 'thank you' and showing gratitude when somebody does something nice for you
- Standing aside to let people past -
- Being mindful of other learners around us
- Going back to our classrooms as soon as possible

You won't see us....

- Talking loudly
- Being silly in the corridors
- Wanderina around



School systems for promoting positive behaviour

Positive behaviour is expected, taught and modelled by all staff. Outstanding behaviour is celebrated and recognised in many areas of school life, including whole school assemblies. Children are provided with consistent, positive encouragement and specific recognition when they do demonstrate positive behaviour. As outstanding behaviour is expected at St Thomas', we do not celebrate expected behaviour through the use of rewards, however, we do believe encouragement, praise and acknowledgement is key in promoting good behaviour. We want our pupils to be intrinsically motivated to behave well.

STAR Award (St Thomas' Achievement and Recognition)

Although our focus is primarily on the teaching of good behaviour, in order to monitor and support the continuous development of good behaviour, we have developed a whole school point system. This system is accessed by all members of staff and allows us to not only monitor behaviour but to reward achievement. We award STAR points for behaviour that goes above and beyond the expected. Every child has the opportunity to receive a bronze, silver or gold award in each academic year in recognition of their hard work. The STAR Award is achievable for all.



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The STAR award has been created to develop an intrinsic motivation in our pupils to behave well. As we do not offer any extrinsic rewards, we have created an award to inspire our pupils to consistently behave well.

In order to earn the STAR award, pupils must demonstrate outstanding or much improved behaviour in three areas: Learning Behaviour, Values and Etiquette, demonstrating our school rules: Be Ready, Be Respectful and Show Love. Children are given opportunities to review their behaviour throughout the year and are therefore aware of their targets in order to achieve the STAR award. Staff will support pupils in achieving their targets.

If a child achieves the STAR award (bronze, silver, gold or platinum), they will be presented with a certificate and a special badge to wear during our celebration worship, highlighting that they are now role models for outstanding behaviour. Parent/guardians will be invited to our celebration worship to observe the presentation.

25 STAR points – Bronze Award

50 STAR points – Silver Award

75 STAR points – Gold Award

100 STAR points – Platinum Award

Further rewards:

- Written comments and stamps in books
- Public words of praise in front of class and in front of whole school
- A visit to a senior member of staff
- Additional responsibility given
- Star Postcards sent home
- Mention in weekly Celebration assembly or weekly newsletter

Shooting STARS

Each week, class teachers choose two members of their class to receive the Shooting STAR award in one of the three areas of: Learning, Values and Etiquette. This may be awarded if a child has taken steps towards achieving their target or has demonstrated excellent behaviour in any area of school life.

Let Your Light Shine Award

As part of our commitment to nurturing positive behaviour and celebrating the whole child, we present the Let Your Light Shine Award. This is a special and prestigious recognition given to pupils who consistently demonstrate our school values through their actions and attitudes. The award celebrates children who show exceptional kindness, courage, creativity, resilience, and a genuine willingness to help others. It recognises those who make a positive difference in our school community, both in the classroom and beyond, and who embody the spirit of letting their individual gifts and strengths shine. This award reflects our belief that character, compassion and integrity are just as important as academic achievement.

Communication

We believe in consistent communication with parents/carers. Communication with parents is at the heart of our approach to behaviour: whether that is a phone call home to inform parents of 'low level' incident, a message in a child's learning journey or a postcard home to celebrate progress



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– communication as necessary is key. Parents are frequently reminded of the key principles of our Behaviour Policy. Our approach to behaviour is discussed with visitors and external agencies before any work with children.

A Trauma-Informed Approach

St Thomas' follows a trauma-informed approach which recognises that:

- Some behaviours are stress responses rather than deliberate choices
- Safety, connection and regulation must come before correction
- Predictable routines, calm adults and emotional literacy support behaviour

Key Trauma-Informed Principles

1. **Safety** – emotional and physical
2. **Connection** – trusting relationships with adults
3. **Regulation** – supporting children to calm before problem-solving
4. **Understanding** – asking “What has happened to you?” not “What is wrong with you?”
5. **Repair** – restoring relationships and learning from mistakes

Behaviour Below the Expected

If a child's behaviour falls below the expected or if they break one of our school rules, a member of staff will deal with this accordingly, referring to the below flow chart. In addition, responses are guided by a trauma-informed and relational approach, particularly for low-level disruption.

Trauma-Informed Steps for Staff

1. Connect first – remain calm, respectful and non-confrontational
2. Support regulation – allow time, space or adult support where needed
3. Reinforce expectations – remind pupils of school rules and choices
4. Restore – use restorative conversations to reflect and repair
5. Return to learning – support positive re-engagement
6. Record and review – log concerns and consider further support if patterns emerge

Step 1

- Check in with child. Teacher will have a short chat with child to check that everything is okay.

Step 2

- Initial warning. This may be a look in the direction of the child, moving closer in proximity or a short verbal warning (this step may be omitted if teacher feels necessary).

Step 3

- Missed break/ lunchtime - one, five or ten minutes (as appropriate). Children are to take part in restorative conversation with a member of staff and to complete a reflection sheet (which is to be passed to a member of SLT). Teachers may consider further sanctions if necessary (see below). In EYFS and Year One, children may be given five minutes reflection time during continuous provision. If there is not a break time opportunity for reflection, child may be sent to another classroom to complete reflection time.

Step 4

- If teacher feels that a behaviour is repeated or is more serious, the child must report to Headteacher or member of SLT to complete a reflective conversation and reflection sheet. Parents will be contacted if school feel it necessary - this may be via message in Learning Journal or phone call home.

Step 5

- If there is still no improvement, parents to meet with the class teacher to agree how behaviour will improve, setting realistic and achievable targets. Behaviour support may be put in place if required.

Step 6

- If still no improvement, parents invited to meet with head of school to agree Individual Behaviour Plan. Pupil may be put on daily report to monitor and support behaviour.

Step 7

- In exceptional circumstances, school may consider a fixed term exclusion. See Below.

Peer Mediation and Restorative Practice

We believe that children can be supported to resolve conflict constructively.

- Peer mediation is used (where appropriate) to help pupils talk through disagreements, supported by trained adults
- Restorative conversations are used to rebuild trust, repair harm and strengthen relationships

These approaches align with our Christian values of forgiveness, responsibility and peace. Please see Appendix Two and Three for examples.

School Based Support

At times, children can need support in managing/ improving behaviour: this can be for a number of reasons. If this is necessary, school has interventions and strategies that can be put in place. Some of these strategies include:

- Pastoral sessions (group or 1:1) in our Lighthouse Room
- Use of social stories (guided group with teacher or TA)
- Use of our lunchtime quiet zone – with daily ‘check ins’
- Family support through use of Inclusion Lead or Pastoral Leads
- SEN Support plan - with specific targets to be achieved through the use of quality first teaching and relevant interventions outlined in the plan (see ‘Additional Support’ below)
- Referral to external agencies (CAHMS/ Early Help)

Record Keeping

Staff will record any behaviour related incidents on our record keeping system – CPOMS. This system allows us to monitor and analyse behaviour and maintain a record for each child as they transition through St Thomas.

Individualised Behaviour Plans

For children who are struggling to follow our school rules and expectations, an Individual Behaviour Plan may be drawn up (decided by the Headteacher and Inclusion Lead/SEND/CO). The intention of the behaviour contract is to support children whose behaviour is potentially leading to a fixed or permanent exclusion. The Behaviour Plan sets out clear expectations for a child’s behaviour and the consequences of not meeting these expectations, inclusive of ways in which we, as staff, can support a child’s behaviour. Sanctions are discussed and agreed upon with parents / carers. This Behaviour Plan is explained and communicated to parents and child in a formal meeting. Both the child and parents will be expected to sign this contract, agreeing to the expectations and consequences.

Further Sanctions (including Fixed Term Exclusion).

- Change of seating
- Removal of child from class for a set period of time/ time out (child may work in another year group or visit another member of staff)
 - Missed time from activities e.g. football at lunchtime
 - Repair of or clean up damage



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For serious incidences of behaviour or continuous breaking of school rules, school also has the option to exclude a child for a fixed period of time. This may come from persistent bad behaviour or for one incident. Incidents which may result in a Fixed Term Exclusion are:

- Verbal attacks on adults or children, including those of a homophobic or racist nature.
- Use of foul or abusive language
- Physical attacks on children or adults
- Dangerous behaviour
- Abuse of property
- Bullying (Please see the Anti-Bullying Policy for definitions)
- Refusal to follow reasonable instructions
- Making malicious accusations against school staff

In exceptional circumstances, the Headteacher will consider the use of fixed term exclusion from school as a consequence. Where this occurs, the LA will be notified. School will hold a reintegration meeting with the pupil and their parents/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil so that further exclusions are not necessary. School will provide work for pupils while they are on fixed term exclusion. School will follow the exclusion guidelines of the LA/ LDST.

Should any pupils have a number of fixed term exclusions, the school under the guidance of the LA, will initiate a Pastoral Support Plan and consider a CAF if necessary. The school would consider Permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the school's behaviour policy when all other options had been exhausted.

Anti-Bullying (including cyber, prejudice based and discriminatory)

At St Thomas, we endeavour to ensure bullying doesn't happen. We will:

- Participate in national and local initiatives such as Anti-bullying Week and E-Safety week.
- Seek to develop links with the wider community that will support inclusive anti-bullying education
- Offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice
- Regularly counsel and educate the whole school community on e-safety and the prevention of cyber-bullying
- Consider the use of specific strategies e.g. use of buddies
- Teach children about diversity and equality through our Lighthouse curriculum
- Raise awareness and understanding of the nature of bullying through our PSHE and safeguarding curriculum, including the idea of external agencies e.g. 'Bully Busters'

Child on Child Abuse

All staff are explicitly trained on child-on-child abuse including: recognising signs, response to allegations and reporting – creating a culture that prevents child on child abuse and empowers children to report abuse. Staff understand how to report incidents of child-on-child abuse which would be recorded on CPOMS. Our safeguarding



curriculum teaches pupils about appropriate behaviour, unwanted touch and consent, allowing our pupils to develop a strong understanding.

Reasonable Force

St Thomas' staff follow national guidance on the use of reasonable force and screening, searching and confiscation. See below link for more information:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependant on arrangements for leaving school. If a pupil does require their mobile

phone for this reason, parents/carers must notify school, and the phone must be handed to the teacher upon entering school. It will remain locked away until the end of the day.

Banned Items

As per school guidance, certain items will not be permitted. A search can be carried out if it is believed that a pupil has brought any banned item onto school premises. These are:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

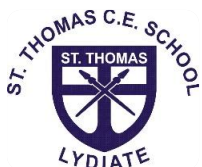
EYFS Adaptations

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development...Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.”

(Statutory Framework for the Early Years Foundation stage 2025)

PSED is our Golden Thread in EYFS and we believe our deep focus on this strand, throughout our pupils’ formative years, forms the foundation of excellent, intrinsically motivated behaviour. See our website for more information on how PSED is taught in EYFS:

<https://www.stthomaslydiate.co.uk/eyfs/>



In Nursery & Reception, children are learning how to identify and deal with their own feelings and behaviours,

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so it is important for staff to help them understand them and identify ways to express them appropriately. During the first term, staff invest time into helping children to identify different emotions and helping them to identify which behaviours are acceptable.

We focus on what we do rather than what we don't do. This supports clear expectations for children in a positive way and is reinforced through staff consistently using the same positive language, with key phrases such as:

- Hands to yourself
- Gentle hands
- Walking feet
- Quiet voices
- Look with your eyes, listen with your ears

Children who are experiencing difficulties with their behaviour or emotions will be supported by an adult to reflect on what has happened and to explore what led up to the incident. The child or children will be supported to verbalise their thoughts and feelings, and to recognise their own emotions as well as those of their peers, using visual aids where appropriate.

When a child experiences ongoing or significant difficulties with their behaviour or emotional regulation, they will be supported by an adult to take time away from their peers in a calm, supportive space and offered 'time in' with an adult for a reflective, restorative conversation. Parents will be discreetly informed at the end of the school day.

In some cases, parents may seek advice and support in managing their child's behaviour. We will always aim to work closely with parents in a supportive and collaborative way, sharing strategies used in school and discussing approaches that may be effective at home. If concerns continue, we will involve the Inclusion Lead and, where appropriate, seek advice from external professionals.

Monitoring of Behaviour

The use of both rewards and sanctions are monitored half termly by the Inclusion Lead. This monitoring will include:

- Analysis of point system
- Checking of Learning Journals (for parent communication)
- Analysis of CPOMS
- Pupil voice
- Parent voice

St Thomas' Church of England Primary School will use disciplinary sanctions to regulate the behaviour of pupils off site when they are not under the lawful control of a member of the school staff if necessary. The school expects pupils to behave in a positive way at these times.

The school may confiscate items such as mobile phones and sharp objects in certain circumstances. These items will be returned to the child at the end of the school day.



Additional support

Additional support is available, through the school's SEN system and via interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their behaviour, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Where necessary, the class teacher, SENCO, Inclusion Lead and/ or pastoral lead will work together to ensure the necessary path is taken in supporting a child's behaviour. For children with more significant difficulties, this may be through the use of a close working relationship with parents and specific targets for the child or accessing outside agencies such as a counselling, Educational Psychologist or Early Help.

Our priority will be to consider the specific needs of the child, support as appropriate in school (possibly with the use of outside agencies), whilst maintain strong lines of communication with the parent.

The school may also consider the involvement of Social Care and Health Services.

St Thomas' will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and other medical diagnoses. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

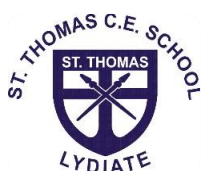
Support for Parents/ Carers in developing their child's social, emotional and behavioural skills

St Thomas' works in partnership with parents in all aspects of their child's learning. Class teachers or a member of the Senior Leadership Team can offer support to parents where necessary. St Thomas strives to support any parent with their child's behaviour.

Wrap Around Care (Before and After School Provision)

St Thomas' Church of England Primary School is committed to ensuring that our high expectations for behaviour extend consistently into our wrap around care provision. The same school rules – Be Ready, Show Love and Be Respectful – apply before and after the formal school day. This ensures continuity, predictability and security for all pupils.

Wrap around care staff are trained in the school's behaviour policy and trauma-informed approach. They prioritise positive relationships, clear routines and consistent expectations. As in the main school day, behaviour is understood as communication. Staff will:



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- Connect first and respond calmly
- Support regulation before correction
- Reinforce expectations using positive language
- Use restorative conversations where needed
- Record significant incidents in line with school procedures

Low-level behaviour concerns will be addressed by the wrap around care staff through reminders, restorative conversations and reflection time where appropriate. Where patterns of behaviour emerge, communication with parents/carers will take place to ensure a consistent approach between home and school. If necessary, concerns will be shared with the class teacher, Inclusion Lead or a member of the Senior Leadership Team (SLT) to ensure appropriate support is in place.

Our aim is to ensure that wrap around provision remains a safe, nurturing and enjoyable environment that reflects our Christian vision and values.

Staff Development

The school offer training and support in developing good behaviour for all staff. All staff are consistently reminded of the behaviour policy which is continuously monitored and reviewed. Training may take many forms, including: staff Insets, weekly reminders or day to day support from behaviour lead/ Senior Leadership Team. All new members of staff are made aware of the behaviour policy and expectations across the school. Early Career Teachers are supported in developing excellent behaviour through a dedicated mentor.

Supply Staff are given a copy of the Behaviour Policy and the rewards and sanctions available to them are clarified. Lunchtime Assistants are made aware of the policy by the Behaviour Lead who arranges any additional training they require and holds half termly meetings to review and reflect on lunchtime behaviour.

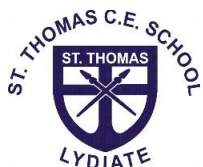
Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term and is made available on the school website or from the school office upon request and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term. The Behaviour Lead continuously monitors the policy and its effectiveness, considering the views of all members of the school community.

A copy of this policy is available on the school website and parents are sent a short synopsis of the principles and rules in September each year. The policy is given in full to all parents of children who are starting at St Thomas' School.

Any complaints arising from the implementation of this policy should be addressed to the Headteacher in the first instance.

Reference: School Complaints Policy



Appendix One

Appendix One: Blank Individual Behaviour Plan

Individual Behaviour Plan	
Name:	Class:
Date of birth: Date plan starts: To be reviewed:	SEND or additional needs: Staff working with the pupil:
<u>Challenging behaviour</u>	<u>Targets</u> •
<u>Strategies for maintaining positive behaviour</u> •	<u>Triggers and warning signs</u> •
<u>Reactive strategies</u> How do we diffuse the situation? •	<u>Support after an incident</u> How do we help the pupil reflect and learn from the incident? •
<u>Skills, Talents & Achievements</u> •	
<u>Likes</u> •	<u>Dislikes</u> •
<u>What are the aims for my behaviour?</u>	
What will the behaviour look like? •	What will the consequences be if I don't follow these rules? (SLT to advise as necessary and combine with restorative/reflective work following the incident) •
Agreement: Parent/carer name: Parent/carer signature: Date:	Staff name: Staff signature: Date:



Jesus said, 'Come follow me, live your lives the way God wants you to.'



Let your Light Shine' Matthew 5:16



Appendix Two – Restorative Conversation Scripts for Staff (Trauma-Informed)

This appendix provides example restorative conversation scripts to support staff when responding to behaviour incidents. These scripts are guidance only and should be used flexibly, with professional judgement, and adapted to the age, needs and context of the child.

A trauma-informed approach prioritises safety, connection and regulation before reflection and repair.

Before the Conversation

- Ensure the child is calm and regulated
- Choose a quiet, private space
- Use a calm, respectful tone
- Sit at the child's level where possible

Script 1: Initial Check-In (Connection and Regulation)

Adult: I'm glad you're here. I want to understand and help.

- How are you feeling right now?
- Would you like a moment to calm before we talk?

(Acknowledge feelings and offer reassurance.)

Script 2: Exploring What Happened (Understanding)

Adult: Can you tell me what happened, from your point of view?

- What were you thinking or feeling at the time?
- Was anything worrying you before this happened?

(Reflect back what the child says to show you are listening.)

Script 3: Understanding Impact (Responsibility)

Adult: Let's think about who was affected.

- Who has been affected by what happened?
- How do you think they might be feeling?

(Keep language non-judgemental and supportive.)

Script 4: Repair and Restore (Moving Forward)

Adult: Everyone makes mistakes. What matters is what we do next.

- What do you think needs to happen to make things right?
- How can I help you make a better choice next time?

Script 5: Reconnection and Re-entry

Adult: Thank you for talking with me. I'm here to help you succeed.

- What will you do if you start to feel like this again?
- Are you ready to return to learning/play?

End with reassurance, encouragement and a clear expectation for next steps.

Appendix Three – Peer Mediation: Example Support Structure

Peer mediation supports pupils to resolve low-level conflict in a calm, respectful and supported way. It is voluntary and used only when all parties feel safe and willing to take part. Peer mediation is always overseen by a trained adult.

Purpose of Peer Mediation

- To help pupils listen to one another
- To encourage empathy and understanding
- To support pupils in finding their own solutions
- To restore positive relationships

When Peer Mediation Is Appropriate

- Friendship difficulties
- Minor disagreements or misunderstandings
- Playground disputes

Peer mediation is **not** used for safeguarding concerns, bullying, or situations involving power imbalance or harm.

Adult-Led Peer Mediation Script (Example)

Adult: We're here to help you both talk and listen so we can move forward.

Step 1: Ground Rules

- We take turns to speak
- We listen respectfully
- We tell the truth
- We focus on solutions

Step 2: Sharing Perspectives

Adult to Pupil 1: Can you tell us what happened?

Adult to Pupil 2: Thank you. Now can you tell us what happened from your point of view?

Step 3: Reflecting Feelings

Adult: I hear that you felt upset/left out/angry because...

(Help pupils recognise and name emotions.)

Step 4: Problem Solving

Adult: What ideas do you have to help sort this out?

- What could you both do differently next time?

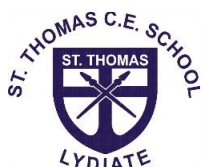
Support pupils to agree on a fair solution.

Step 5: Agreement and Closure

Adult: Let's agree what will happen next.

- What have you agreed?
- How will you show respect moving forward?

End with praise for effort, reassurance and encouragement.



Appendix Four: Behaviour Reflection Sheet (To be completed with a trusted adult to form a restorative conversation)



**St Thomas' Reflection
& Reset Sheet**

"Let Your Light Shine" – Matthew 5:13



 **What happened?**

 **What was I feeling?**

 Happy

 Sad

 Angry

 Embarrassed

 Left out

☐ Other: _____

 **Who was affected?**

☐ My classmates

☐ My teacher

☐ Other: _____

 **What might have caused this?**

 **What did I need?**

☐ Help

☐ Space

☐ Someone to listen

☐ Movement

☐ A drink

☐ Other: _____

 **Let's repair: What can I do now?**

☐ Apologise

☐ Write or draw a note

☐ Have a restorative conversation

☐ Positive self-talk

☐ Other: _____

☐ Fix or tidy something

☐ Move my body

 **My plan for next time**

☐ Take 3 slow breaths

☐ Ask for help

☐ Count backwards from 10

☐ Use the calm space

☐ Positive self-talk

☐ Other: _____





Green Brain
 (calm, ready to learn)

Amber Brain
 (Starting to feel upset or worried)

Red Brain
 (Angry, overwhelmed, out of control)

 **Adult support**

Adult name: _____

How they helped me to understand... _____

 **Ready to reset**

I am ready to reset, repair & try again, I can shine my light ✨

Signature: _____ Adult signature: _____ Date: _____