

St Thomas CE Primary School Behaviour Policy for Emotional and Behavioural Needs

Policy Aims

- Promote emotional literacy and self-regulation
- Create a safe, inclusive, and nurturing environment
- Equip staff with clear, consistent strategies
- Reduce incidents of dysregulation and aggression
- Foster positive relationships and restorative practices



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..."



Respect everybody and everything.

Use all opportunities to do your best.

Look out for the safety of everyone.

Each choice you make is your own responsibility.

Speak 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.

Our Vision

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.

Core Principles for Behaviour Policies

Children who lash out often do so due to unmet emotional needs, neurodevelopmental conditions (like ADHD or autism), or trauma. A successful behaviour policy for these children should be:

- **Trauma-informed**
- **Relationship-based**
- **Predictable and consistent**
- **Focused on teaching regulation, not punishment**

Staff Training & Support

- **All staff will receive annual training in:**
 - Emotion Coaching
 - Zones of Regulation
 - De-escalation and restorative practices
- Pastoral lead provides coaching and modelling in classrooms.

Key Strategies from Evidence-Based Policies

1. Positive Behaviour Support (PBS)

PBS is a proactive approach that focuses on:

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

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. Restorative Practices

Instead of punitive measures, this approach:

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

4. Collaborative & Proactive Solutions (CPS)

Developed by Dr. Ross Greene, CPS focuses on:

- Understanding the child's lagging skills
- Collaboratively solving problems with the child
- Reducing power struggles and meltdowns

5. Emotion Coaching

Based on the work of Dr. John Gottman, this involves:

- Validating the child's feelings
- Naming emotions
- Guiding them through regulation strategies

Step-by-Step Staff Response Protocol

Step 1: Pre-Emptive Strategies (Daily Practice)

- Greet every child warmly at the start of the day at the main door.
- Use visual timetables and predictable consistent routines.
- Offer sensory tools or calm corners in classrooms.
- Teach Zones of Regulation and emotion vocabulary using the school behaviour curriculum.
- Check-in with vulnerable pupils using a daily “emotional check-in” chart.

Step 2: Early Signs of Dysregulation

Staff Action:

- Use a calm, non-confrontational tone.
- Offer choices (e.g., “Would you like to take a break or talk to me?”).
- Redirect to a calming activity or space.
- Validate feelings: “I can see you’re feeling overwhelmed. Where can we sit for a calm down?”

Tools:

- Emotion Coaching scripts
- Regulation toolkit (fidget toys, breathing cards, etc.)

Step 3: Escalation or Aggressive Behaviour

Staff Action:

- Ensure safety first – remove other children if needed.
- Use minimal language and avoid eye contact if child is highly escalated.
- Call for support from HLTA or support staff
- Do not engage in power struggles/arguments or debates – do not reply!

De-escalation Techniques:

- Offer a quiet space with adult supervision.
- Use grounding techniques (e.g., 5-4-3-2-1 sensory method).

Step 4: Post-Incident Reflection

Once calm:

- Use a restorative conversation script:
 - 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 Action:

- Record incident using CPOMS or school system.
- Inform parents/carers with a supportive tone.
- Update individual behaviour support plan if needed.



Step 5: Ongoing Support

- Weekly check-ins with key adult
- Access to nurture groups with Pastoral Care
- Review and adapt personalised regulation plans
- Involve external agencies if needed (e.g., Educational Psychologist)

Roles and Responsibilities

All staff must:

- 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.

The Senior Management Team must:

- 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.

The Role of the Head of school to:

- 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.
- Give a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour with advice from any Executive headteacher.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. See exclusions policy.

The role of parents/carers:

- Parents/carers work with the school so that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to speak to our staff with respect and dignity at all times.
- We expect parents/carers to read, support and model our school rules.
- We expect parents/carers to check in on classroom dojo to monitor their child's progress.
- We expect parents/carers to support 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.

The role of pupils

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

The role of 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 Executive Headteacher in adhering to these guidelines.

Children want staff in school to:

- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.
- Identify the behaviour we expect.
- Explicitly teach behaviour.
- Model the behaviour we expect.
- Notice excellent behaviour.
- Create conditions for excellent behaviour.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour.

Our principle sets out the relentless routines and visible consistencies that all children and staff follow.

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.

Language around Behaviour:

At St Thomas, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm. Conversations should follow the suggested script above and behaviours should be discussed as the behaviours they are and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Staff should also help children to understand how they are feeling and develop strategies to deal with them.

Extreme Behaviours:

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Behaviour Management Plan'. When dealing with an episode of extreme behaviour, a child may need to be held if they or another person is unsafe. This will only be used as a last resort and by trained staff only. The school will record all serious behaviour incidents on CPOMS and any holds in the bound book which is locked in the filing cabinet in the Pastoral Manager’s office.

Physical Attacks on Adults:

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.

Suspension (formerly known as Fixed Term Exclusion):

Suspensions will occur following extreme incidents at the discretion of the Executive Headteacher. A suspension 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.

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 problems 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.

Policy Links:

Child Protections and Safeguarding Policy

Anti-bullying Policy

Child on Child Abuse Policy

Online Safety Policy

Exclusions Policy

Special Educational Needs and Disabilities Policy

Staff Code of Conduct

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 	See 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. • Name on board • 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. 	1 Needs work comment is chosen per lesson 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.