**BEHAVIOUR AND RELATIONSHIPS POLICY**

Contents

1.   Introduction

At **Thomas's Academy**, we believe that every child deserves to learn and thrive in an environment built on **Belonging, Excellence, Kindness, Integrity, Never Giving Up and Diversity.**

Our school culture is built upon our core values, how staff reward pupils and behaviour. When these three components are triangulated, the rewards explicitly encourage the behaviors that embody the stated values, reinforcing the desired culture.

Our school culture celebrates positive relationships and shared accountability. We recognise, in line with the research of *Paul Dix*, that it is the calm consistency, compassion, and visible integrity of adults that also shape children's behaviour.

This policy outlines the systems and principles that sustain that culture. It applies to all pupils, staff, parents and visitors.
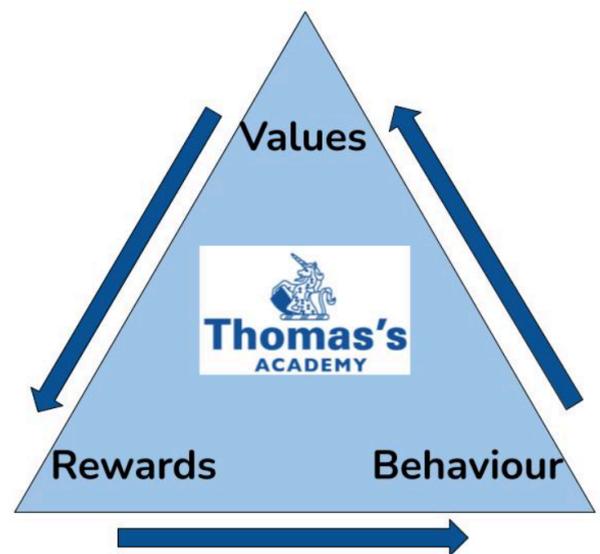
2.   Legislative Framework

This policy aligns with the latest guidance from the **Department for Education (DfE)** including:

● 　 *Behaviour in Schools (2022)*
● 　 *Searching, Screening and Confiscation (2023)*
● 　 *Use of Reasonable Force (2013)*
● 　 *Equality Act 2010*
● 　 *SEND Code of Practice (2015)*
● 　 *Keeping Children Safe in Education (2024)*

It also reflects the school's statutory duty under the *Education and Inspections Act 2006* to promote good behaviour and prevent bullying.

3.   Purpose

This policy aims to:

● 　 Provide a clear, consistent framework for promoting positive behaviour and relationships;
● 　 Define expected conduct for pupils, staff and parents;
● 　 Ensure fairness, empathy and proportionality in our response to behavioural challenges;
● 　 Safeguard the wellbeing of every child and adult in our community.

4.   Definitions

 Behaviours at our school are categorised into three levels: low, medium, and high, as outlined in Appendix C. These categories include:

● 　 Low-level
● 　 Defiance/Insubordination
● 　 Verbal/Emotional Misconduct
● 　 Physical Aggression
● 　 Property Damage
● 　 Theft

- Racism
- Bullying
- Misuse of Technology/Social Media

The school classifies misbehaviour based on its severity, distinguishing between low, medium, and high levels of misconduct. Whether an incident is a single occurrence or a repeated behaviour, it can result in appropriate disciplinary actions, depending on its seriousness.

5.   Bullying

Thomas's Academy defines bullying as *deliberate, repetitive behaviour that causes physical or emotional harm and involves an imbalance of power*.

Forms include:

- **Physical:** any form of physical violence, damaging property;
- **Verbal:** name-calling, threats, teasing,sarcasm, spreading rumours
- **Emotional:** exclusion, intimidation, manipulation;
- **Online:** misuse of social media, messaging, or gaming platforms;
- **Discriminatory:** racist, sexist, homophobic, or disability-related behaviour.
- **Sexual**: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical contact, inappropriate touching or abusive comments

Please see our website for our Anti-Bullying Policy.

All reports of bullying are investigated promptly, recorded on CPOMS, and addressed through restorative dialogue, support for the victim, and appropriate sanctions for the perpetrator.

6.   Our Values in Action

Every aspect of life at Thomas's Academy is underpinned by 6 values, making the BE KIND acronym. We teach, notice and celebrate them daily.

Value	What it looks like in school
Belonging	Everyone is welcome here. We look after each other and feel proud to be part of our school community.
Excellence	We work hard, challenge ourselves and celebrate our achievements.
Kindness	We are kind in our words and actions, helping to make our school a happy, safe place for everyone.
Integrity	We take responsibility for what we do and always make the right choices.

Never Give Up	We show courage and positivity, learn from our mistakes, and support others to succeed.
Diversity	We treat everyone with respect and fairness, celebrate individual differences and cultures, and have a global understanding of the world.

These values are displayed in every classroom and referred to throughout the day.

7. Roles and Responsibilities

Governing Body

- Agrees and approves the Behaviour Policy;
- Reviews the policy every three years and monitors its impact;
- Holds the Headteacher to account for consistent implementation.

Headteacher

- Establishes and sustains a culture where positive behaviour is the norm;
- Ensures that systems for rewards, sanctions and support are used fairly;
- Provides staff training and oversees the monitoring of behaviour data;
- Liaises with external agencies when additional support is required.

Staff

All staff share responsibility for maintaining high expectations and building secure relationships. Staff will:

- Model the school's values in tone, language and conduct;
- Following the Staff Code of Conduct
- Apply the policy with consistency and fairness;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Use restorative and relational approaches before punitive measures;
- Record and report incidents accurately using CPOMS;
- Work with colleagues and external professionals to support pupils in need.

Parents and Carers

We believe that behaviour is a shared partnership. Parents are expected to:

- Celebrate the school's values at home;
- Communicate any changes in circumstances that may affect behaviour;
- Engage constructively with teachers and leaders to resolve issues;
- Attend meetings or support plans where necessary.

8. Promoting Positive Behaviour

We recognise that behaviour flourishes where relationships are strong and expectations are clear. We prioritise:

- **Visible Consistency:** agreed routines and language that every adult uses;
- **Relentless Routines:** predictable starts, calm finishes, and structured transitions;
- **Deliberate Botheredness:** noticing the positive and showing genuine interest in children's lives;
- **PIP and RIP:** Praise in Public, Reprimand in Private;
- **Emotionally Intelligent Communication:** calm tone, assertive body language, and precise instructions.

For a more detailed description of the expected staff behaviours, please see **Appendix A**.

8.1 Classroom Climate

All adults will:

- Create a calm, purposeful and stimulating learning environment that promotes engagement.

- Display key information visibly in their classroom, including routines, expectations and school values.

- Build strong and respectful relationships with pupils by:

  - Greeting pupils warmly at the door at the start of each day or lesson.

  - Establishing clear and consistent routines.

  - Using non-verbal cues and positive body language to reinforce expectations.

  - Highlighting and celebrating positive behaviour.

  - Ending each day positively and offering every pupil a fresh start the next day.

  - Respond consistently to behaviour, including having a clear plan for managing low-level disruption calmly.

  - Use positive reinforcement as the first response to guide behaviour and promote effort, improvement and kindness.

  - Take an active interest in pupils beyond the classroom, supporting them during playtimes, lunchtimes and transitions, and ensuring expectations are upheld in specialist lessons and supply staff.

  - Reinforce behaviour expectations during all off-site activities to ensure pupils represent the school positively.

8.2 Rewards and Recognition

Positive reinforcement is the foundation of our behaviour culture. We recognise effort, progress and values-driven behaviour through a range of rewards.

- **Daily 'in class' certificates-** for those children demonstrating our values in their daily learning.
- **Class teachers award:** weekly recognition of exceptional conduct or effort.
- **Phase Award-** weekly KS1 and KS2 teachers agree on this award
- **Star of the School-** weekly- staff choose in weekly staff meeting

8.3 House Points

Each child belongs to one of four Houses: **Daffodil, Rose, Shamrock and Thistle.** House Points are awarded for demonstrating the school values.
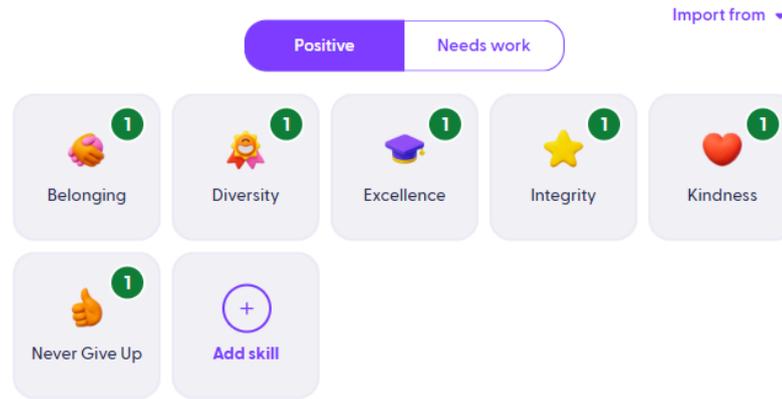
- Individual points contribute to weekly and termly House totals.
- House achievements are celebrated in assembly.
- The House Points Shop enables children to earn rewards from 50-300 points. See poster below.
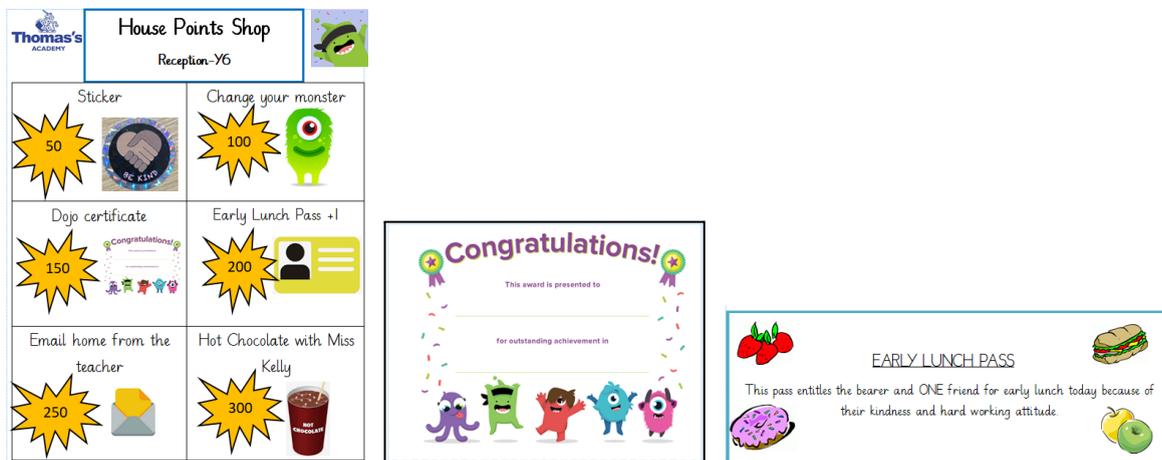
9.   Sanctions

On occasion, individual children's behaviour may give cause for concern. We feel it is vital that the children are clear that behaviour that fails to meet our expectations carries specific sanctions. We also expect staff to reflect on their approach when necessary.

All staff follow the 'Levels of Response' table that clearly defines how behaviour is managed.

Levels of Response to misbehaviour

| Stage	Stage 1 Reminder	Stage 2 Reflection	Stage 3 Intervention	Stage 4 Support Plan	Stage 5 Serious/Persistent misbehaviour
Description	Non-verbal cue or private reminder of expectation	Misbehaviour persists after a reminder.	Ongoing disruption or disrespect.	Pattern of concern emerges.	Violence, bullying, discrimination, or defiance after support.
Typical actions	Restate the rule, refocus attention, praise nearby positive models.	Restorative chat, short reflection time within class,	Loss of privilege, reflection sheet,	Formal meeting with parents; personalised behaviour or pastoral plan designed with	Headteacher involvement; possible internal or fixed-term exclusion; engagement with external

		record if repeated.	parental contact, SLT informed.	SENDCO/Inclusion Lead/ELSA.	agencies (OAT, Mind Counsellor).

Professional judgement determines escalation or de-escalation as appropriate.

In Nursery and Reception, the children have the responsibility to **be gentle, be kind and do their best**. They follow the 'three values' and this helps them to work and play together.

Persistent misbehaviour.

Open communication with parents is vital, and parents are regularly informed about their child's behaviour. If behaviour continues to be a cause for concern, staff manage this type of behaviour in the following manner:

BE KIND
Thomas's Academy Values
1. We are gentle
2. We are kind
3. We do our best
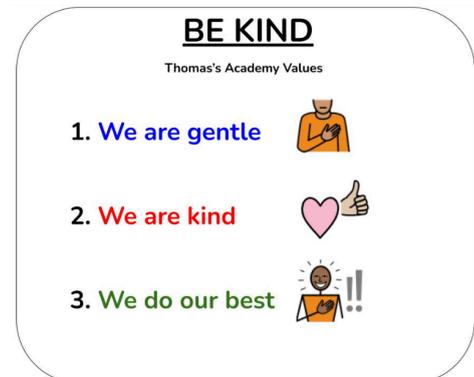
a)   **Set Targets:**
● set targets which should be small and manageable,
● all adults working with the child should be aware of the targets and hold the same expectations.
● share targets with parents
b)   **Use Praise:**
● as it encourages positive self esteem,
● shows children appropriate behaviour,
● emphasise appropriate rather than inappropriate behaviour, and helps build and establish a relationship with children based upon acceptance rather than rejection.
c)   **Give Critical Feedback:**
● be positive,
● be firm,
● be honest, and
● be fair.
d)   **Keep Accurate Records:**
● Each class teacher should record key incidents or conversations on CPOMS.

All formal meetings with parents are followed up with a Teacher2Parents email, to be drafted by the class teacher and proofread by the head or deputy and attached to the child's CPOMS record.

We understand that behaviour is a form of communication. Our approach blends **restorative practices** with clear, proportionate sanctions.

See **Appendix C** for a more detailed breakdown of how we manage negative behaviours and examples of named behaviours and how they correlate to the 'Level of Response' table above.

9.1 Restorative Conversations

Used following incidents of conflict or harm. The adult guides the pupil through:

1.   What happened?
2.   What were you thinking and feeling at the time?
3.   Who has been affected?
4.   What needs to happen to put things right?
5.   How can we make sure this doesn't happen again?

This can be a conversation with younger children or completed in writing by older children using the Reflection Sheet in **Appendix B.**

9.2 Off-Site Behaviour

Pupils are ambassadors for Thomas's Academy whenever they are in uniform or representing the school. Expectations apply on trips, journeys, and community events. Misconduct off-site that brings the school into disrepute may result in sanctions consistent with this policy.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Pupils outside of the school premises and when in school uniform are expected to understand that good behaviour is essential as they represent the school. The school may take disciplinary action if their behaviour brings the school into disrepute.

During unsupervised activities in school e.g. PTA events, pupils are the responsibility of their parents and are expected to follow directions given by the organisers and staff at all times with appropriate regard for their own safety, other people and security of the premises.

9.3 Malicious Allegations

Where a child makes an allegation against a member of staff or child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and children accused of misconduct. Please refer to the school's Safeguarding Policy, Whistle blowing Policy and Complaints Resolution Policy for further information.

10. Physical Intervention

In rare circumstances, staff may use **reasonable force** to prevent:

●   Serious harm to a pupil or others;
●   Damage to property;
●   Significant disruption to learning.

Physical intervention is used only as a **last resort**, following de-escalation attempts, and always recorded and reported to parents the same day. See the *Positive Handling Policy* for detail.

11. Confiscation

Items that are unsafe, prohibited or disruptive (e.g. electronic devices, toys, knives, sharp objects) will be confiscated and depending on the nature of the item returned to a parent or carer after discussion. All searching and screening follow DfE guidance, 'Searching, screening and confiscation', 2022.

12. Support and Intervention

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCO/Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children may be placed on the school SEND register and have behavioural targets as part of their provision map. They will access a range of support both in class, in the playground and individual or group support. Internal provisions are:
● Staff mentors
● Social skills interventions
● Behaviour Plan written
● Risk plan written
● Collaboration between staff and parents to review progress

If concerns over behaviour continue or do not improve with these strategies in place, the SENDCO/Inclusion Lead will meet with the parents and class teacher to discuss a possible referral to an outside agency such as:
● Educational Psychology Service (EPS)
● Behaviour Outreach Team from Ormiston Bridge Academy (OAT)
● Mental Health Support Team (MHST) Mental Health Practitioner from MIND charity
● Child & Adolescent Mental Health (CAMHS)

13. Transitions

Where during transitions between lessons, pupils are expected to move calmly and quietly. Children should follow agreed routines, including lining up safely, walking sensibly, and moving directly to where they need to be. All staff will regularly refer to and model our school's *wonderful walking* so that pupils understand what safe, respectful movement looks like. When using the stairs, pupils must walk on the right-hand side of the stairwell and hold the handrail to ensure safe and orderly movement. Adults will model the behaviour they expect to see by using calm voices, clear instructions, and consistent routines. Staff will greet pupils positively, reinforce simple expectations, and use "planned, calm, and relentless consistency" to help every child succeed.

We plan carefully for transitions between classes and key stages. Information regarding pupil wellbeing, behaviour strategies, and effective support is shared confidentially between teachers. For pupils moving to other schools, relevant behaviour information is passed on to ensure continuity of care.

14. Training and Development

Behaviour management forms part of the induction for all new staff. Ongoing CPD focuses on:

● Relational practice and restorative approaches
● De-escalation techniques;
● Embedding behaviour routines and importance of these

15. Recording and Monitoring

● All behaviour incidents are logged on **CPOMS**.
● The **Headteacher** and **Deputy Head** analyse trends termly.
● Reports are presented to the **Governors**.
● Patterns trigger targeted interventions and possible policy adjustments.

15.1 Pupil Voice

We regularly consult pupils through the **School Council**, learning walks, and surveys. Their perspectives inform improvements to our systems and ensure that policies remain meaningful to those they affect.

15.2 Communication with Families

Parents receive positive messages as frequently as possible—verbal praise at the gate, emails home, or phone calls highlighting success.

Open communication between home and school is central to success. Teachers and parents are encouraged to meet informally and formally to discuss progress. The school website provides copies of this policy and related documents.

Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Exclusion Policy
- Positive Handling Policy
- SEND and Inclusion Policy

Review

This policy will be reviewed every three years or sooner if statutory guidance changes.		
Created: November 2025	By:	Clare James and SLT
Review date: November 2028		

Appendices

Appendix A: Expectations of all staff in implementing positive behaviour systems

The expectations outlined in this appendix reflect our whole school commitment to creating a culture where relationships, consistency and safety form the foundation of behaviour management. We recognise that behaviour change begins with the adults: their actions, language and responses shape the climate in which pupils learn and behave. See the following table for why each expectation is essential from all of our staff for effective behaviour management.

Maintain **visible consistency** and calm authority	Consistency = certainty, consistency = safety. It is not about 'I' but 'we.' Consistency is about the adults, not necessarily about the children. The same strategies might not work for all children but if we keep high expectations and the destination the same, the route might be different for each child.
Use **assertive, but kind language**	I have noticed how... I need you to... I need to see you... I know you will... Thank you for...
Apply **PIP/RIP** (Praise in Public/ Reprimand in Private)	PIP: Praise in Public RIP: Reprimand in Private
Demonstrate deliberate botheredness	'It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in the children's lives that matters the most. 'When the Adults Change, Everything Changes.' Paul Dix
Keep accurate records	Where necessary staff ensure accurate records are maintained ● Rewards are accurately tracked ● House points are awarded and never taken away. ● Teachers and support staff provide an opportunity, at least once a week for circle time where problems and issues can be discussed and addressed or provide circle time whenever they judge an issue or incident serious enough for it to be aired publicly
We adhere to **school culture**	School culture is pivotal as with the right culture, strategies that are used become less important. The culture is set by the way staff model and interact. Our culture is based around our values.
We adopt **relentless routines**	Teachers are expected to break down each segment of any routine, model it, remind, cajole, and reinforce it. Make it important every day.
We address the behaviour and not the individual	Adults should not confuse 'I'm not sure exactly what to do about something' with 'I'm worried about the sanctions of addressing it'. Address the behaviour rather than the individual. A touch of subtlety (nonverbal), a 'nudge' at early stages can prevent an escalation.
We **flip the script** and avoid the window of escalation	We think about our language. We use statements instead of questions - we avoid managing poor behaviour with improvised responses. When we ask children to sit quietly, we praise those who follow the instruction and wait until this has been achieved before continuing.
We carry out **acts of small kindness**	I understand... I need you to.... Maybe you are right....(maybe I need to speak to them too) Be that as it may....(I still need you to join in with the rest of the group) I've often thought the same....(but we need to focus on) I hear you....(it's not easy but I know you can do it)
Body Language	We consider personal space and proximity. Having a conversation adhere to administrational expectations: alongside a child and at their level avoids a 'flight or fight' response

Appendix B: Reflection Sheet

<u>Reflection Sheet</u>

Name: _____ Date: _____

Adult supporting me: _____

1. What happened?

Write or draw what took place. Be honest and describe the events in your own words.

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2. **How did you feel?**

Choose or describe your feelings at the time.

■ Happy ■ Angry ■ Sad ■ Worried ■ Frustrated ■ Confused ■ Excited ■ Other: _____

Explain:

_____
_____
_____

3. **Who was affected and how?**

Think about the people involved or nearby. How might they have felt?

_____
_____
_____

4. **What needs to happen next?**

What can you do to fix the problem or make things better?

_____
_____

5. Which school value will help you next time?

Circle or write the value that will support you in making a better choice.

- **Belonging**
- **Excellence**
- **Kindness**
- **Integrity**
- **Nurture**
- **Diversity**
- **Other:** _____

How will you use this value next time?

Appendix C: Behaviour Management Steps

As a school community we operate in an environment that promotes the school values. Our expectations can be effectively met.

<u>Our Values</u>

Belonging
Excellence
Kindness
Integrity
Never Give Up
Diversity

Staff at Thomas's Academy are expected to deliver the behaviour policy in a manner that fosters a positive and consistent approach throughout the school and promotes high quality interaction.

Level of Response Table

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Type	Positive reinforcement	Behaviour management (Low/Medium)	Negative behaviour (Medium/High)	Formal Plan	Formal Action
Staff	All staff	All staff	Classteacher, Phase Leader and SLT member	Classteacher, Phase Leader/Inclusion Lead/Deputy Head	Headteacher
Actions		Child/Staff reflect on the incident. Staff ascertain FULL facts.	As Stage 2 but action taken on 3 recorded incidents	No improvement since Stage 3 after involving parents	Headteacher meets parents
Next steps	Housepoints Certificates Stickers Phone Call Home	Clear warning (PIP&RIP) Loss of play – reflection time. Time out of class Miss lunchbreak to catch up on work Sent up to another room Inform parent	Formal meeting with parents Strategies shared Date set for next meeting Followed up formally using letter template	Formal behaviour plan that may include external services	As per behaviour policy. Fixed term or permanent exclusion. Report to Governors
Recording	Reward spreadsheet	CPOMS	CPOMS	CPOMS	CPOMS
Outcomes	Positive school experience	Behaviour improves, parents are notified. No improvement move to Stage 3	Behaviour improves, parents are notified. No improvement move to Stage 4	Behaviour improves, parents are notified. No improvement move to Stage 5	Expected improvement

Category	Chart reference
Low Level	A
Defiance/Insolence	B
Verbal/Emotional	C
Physical	D
Damage	E
Theft	F
Racism	G
Bullying	H
Computer/Social media misuse	I

Low (repeated after warning)		Medium		High	
Calling Out	A	Not accepting responsibility/Covering up the truth	B	Threatening/Intimidating children	C
Out of seat	A	Vandalism (low cost)	F	Threatening/Intimidating staff	C
Swing on chairs	A	Refusing to follow instructions	B	Deliberate use of feet to hurt others (kicking)	D
Nearby distraction	A	Name calling and teasing	C	Deliberate use of hands to hurt others (hitting)	D
Running in the building	A	Refusing to complete work	B	Deliberate use of teeth to hurt others (biting)	D
Work avoidance	A	Disrupting class	B	Swearing	C
Not following instructions	A	Rude to adults (spoken and body language)	B	Spitting	D
Snatching and throwing	A	Deliberate actions to upset	C	Using object with intent to hurt	D
Misusing equipment	A	Theft (minor)	F	Revealing private parts (not game)	D
Not lining up	A	Pushing	D	Discriminatory language (gender, sexuality, race, religion or heritage)	C or G
Littering	A			Vandalism or graffiti	E
Physical contact (play based)	D			Running away from adults	B
				Risk to safety	D
				Swearing (intimidate/threaten)	C
				Bullying: Targeted/repeated name calling/teasing	H
				Stealing (major)	F
				False accusations	B
				Refusal to leave room	B
				Open defiance or derogatory to staff	B
				Assault on staff	D
				Bringing /Sharing prohibited items	B
				Attempting to leave premises	B
				Risk of injury to others	D
				Inappropriate use of social media (in/out school)	I
				Inappropriate behaviour on trips	B