



St Thomas à Becket Primary School

Roots to grow, wings to fly.

*“If you have faith as small as a mustard seed...nothing is impossible for you.”
Matthew 17:20*



Friendship | Respect | Truth | Forgiveness | Thankfulness | Perseverance

You only have one life, one childhood, one opportunity. School is one of the most important experiences you will ever have. At St Thomas à Becket we will stop at nothing to ensure that you are given every chance to succeed. Through our faith and wisdom, we will give you strong roots to grow into resilient, respectful and ambitious citizens. We will open doors so that you can imagine endless possibilities and a life without limits. We will give you wings to fly.

Behaviour Policy

Statutory	
Policy agreed	January 2025
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Next review date	September 2027
Approved by	Chair of Governors
Linked documents	Behaviour and Relationships Curriculum

Statement of Behaviour Principles

This statement should be read in conjunction with the Behaviour and Relationships Curriculum and the Behaviour Flowchart (Appendix A), which together set out how expectations are taught, modelled and implemented in daily practice.

At St Thomas à Becket School, we recognise that behaviour is not simply managed—it is taught. Our approach is underpinned by our curriculum, which ensures that pupils understand expectations, develop self-regulation and learn how to behave appropriately in different contexts.

Our principles are that:

- As underpinned by our Christian values, staff and pupils will be polite, respectful and considerate at all times.
- Expectations are explicitly taught through our Behaviour and Relationships Curriculum and applied consistently by all adults.
- Positive behaviour is recognised and celebrated through a clear and shared system, including the Behaviour Flowchart.
- Staff are empowered to respond promptly and effectively to behaviour, using consistent and restorative approaches.
- Relationships are central; strong, respectful connections between adults and pupils underpin all behaviour support.
- Behaviour is understood as communication, and responses are shaped by an understanding of individual needs.
- The school works in partnership with parents and external agencies to support all pupils to succeed.

As a church school, our vision *Roots to grow, wings to fly* underpins every aspect of this policy and its implementation.

Positive Discipline and Behaviour

This document sets out the aims, principles and strategies for behaviour at St Thomas à Becket School. It is closely aligned with our Behaviour and Relationships Curriculum, which teaches pupils how to meet expectations, and the Behaviour Flowchart, which sets out how behaviour is recognised and addressed in practice.

Good behaviour is defined as conduct that allows all pupils to learn, feel safe and flourish. Behaviour that disrupts this is addressed through clear, consistent and supportive approaches.

We are committed to creating a calm, safe and caring environment in which all children can succeed. While expectations are high for all pupils, we recognise that some children may require additional support. In these cases, Individual Behaviour Plans ensure that support is equitable and responsive to need.

Aims and Values

Our core Christian values—Friendship, Truth, Forgiveness, Perseverance, Respect and Thankfulness—are embedded in both our curriculum and daily interactions.

We aim to:

- Provide a happy, secure and respectful environment
- Teach children to understand and manage their own behaviour
- Ensure consistency through a shared curriculum and flowchart
- Promote respect, responsibility and resilience
- Set clear expectations and support pupils to meet them

Broad Guidelines

A consistent approach across all adults is essential. Expectations are not assumed; they are explicitly taught through the Behaviour and Relationships Curriculum and reinforced through daily practice.

Warm, positive relationships are fundamental. Staff actively build relationships with pupils, recognising that these are the most powerful influence on behaviour.

All adults are responsible for behaviour at all times. The principle that “you walk past what you accept” underpins expectations, ensuring that all behaviour is addressed consistently.

When behaviour falls short, responses are calm, proportionate and restorative. Pupils are supported to reflect, understand the impact of their actions and repair relationships.

The Behaviour Flowchart provides a clear, shared structure for how behaviour is recognised, addressed and escalated where necessary.

Rules

School rules, alongside our Christian and British values, are explicitly taught through the Behaviour Curriculum so that pupils understand both expectations and their purpose.

A calm and purposeful environment is expected at all times. Pupils are supported to understand how their behaviour impacts others and the wider school community.

Behaviour Management

Our approach to behaviour is rooted in our school vision and lived out through daily interactions. Every interaction is an opportunity to teach, model and reinforce positive behaviour.

The Behaviour Flowchart (Appendix A) provides a clear framework:

- **Exceeding expectations** is recognised through praise, rewards and celebration, including house points, certificates and Headteacher recognition.
- **Meeting expectations** is the baseline for all pupils and is taught explicitly through the curriculum.
- **Behaviour that falls below expectations** is addressed promptly and consistently, with a focus on teaching, restoration and improvement.

Low-level behaviours are not ignored; they are addressed early to prevent escalation. All behaviour is taken seriously because all learning time matters.

Incentives

Positive behaviour is recognised and celebrated consistently across the school. This is a key part of the Behaviour Flowchart and reinforces the behaviours we expect.

Recognition may include verbal praise, certificates, celebration assemblies, rewards and communication with home. This ensures pupils understand the value of positive behaviour and are motivated to sustain it.

Dealing with Unacceptable Behaviour

Responses to behaviour are structured, consistent and rooted in restorative practice. The Behaviour Flowchart clearly outlines the progression from reminders through to more formal interventions.

Staff use calm, consistent strategies, beginning with subtle cues and moving, where necessary, towards more structured responses. All responses aim to teach rather than punish.

When behaviour escalates, restorative conversations are used to support reflection and repair. Pupils are guided to understand what happened, who was affected and how to make things right.

Where behaviour persists or becomes more serious, it is recorded and escalated appropriately, following the flowchart and in collaboration with senior leaders, parents and external agencies where needed.

Behaviour Levels and Response

Behaviour is understood within a clear structure:

- **Exceeding expectations** is celebrated and reinforced.
- **Meeting expectations** is taught and expected of all pupils.
- **Low-level behaviours** are addressed immediately through reminders, reinforcement and restorative actions.
- **Higher-level behaviours** are managed through de-escalation, reflection and, where necessary, formal recording and involvement of senior staff.

This ensures clarity for both pupils and staff, and consistency across the school.

Relationships with Parents

The school works in partnership with parents to ensure consistency between home and school. Clear communication supports a shared understanding of expectations and strengthens outcomes for pupils.

Mobile Phone Policy

In line with the Department for Education's expectations and the EQUA Mead Learning Trust Mobile Phone Policy, our school is a mobile phone-free environment. As a primary school, pupils must not bring mobile phones or other smart devices onto school premises unless exceptional permission has been granted in writing by the Headteacher or Chief Executive Officer. Parents who need to contact their child during the school day should do so via the school office. This approach supports high standards of behaviour, learning, wellbeing and safeguarding by reducing distraction and promoting positive social interaction. Any breach of this policy will be managed in accordance with Trust procedures. Further information can be found in the Trust's full Mobile Phone Policy.

Conclusion

At St Thomas à Becket School, behaviour is taught, modelled and reinforced through a carefully structured curriculum and a clear system of implementation. The Behaviour and Relationships Curriculum ensures pupils understand expectations, while the Behaviour Flowchart ensures consistency in how behaviour is recognised and addressed.

Through strong relationships, clear expectations and consistent practice, we create a safe, respectful environment where all pupils can flourish.

Appendix A – Behaviour Flowchart

Exceeding expectations consistently	1. Verbal praise.
	2. House points, class certificate in Celebration Worship, postcard home from member of staff
	3. Head Teacher award, attendance at termly Hot Chocolate session
Meeting expectations consistently	All children are expected to meet the expectations outlined in the Behaviour and Relationships curriculum. Where this may be more challenging due to individual needs, this should be outlined in the child's individual behaviour plan.
'Low level' behaviours Not following classroom routines, unkind words	1. Verbal reminder of expectations.
	2. Verbal warning of consequences.
	3. Restore/repair time – in another class or during break or lunch time. Low level sheet to be completed with class teacher. Logged on CPOMS
'High level' behaviours Refusal, physical incidents, swearing	1. Is there suitable provision for the child? Is the individual behaviour plan being adhered to?
	2. De-escalation – remove child from situation e.g. by bringing inside to calm down or taking them outside if an incident occurs inside.
	3. Once regulated, restore/repair time with Headteacher. High level sheet to be completed with Headteacher.
	4. Parents informed and behaviour logged on CPOMS . Consider involvement of external agencies if required.

Appendix 2: Behaviour and Relationships Curriculum

‘When learners are struggling they need support, not red lines and stern faces.’

PAUL DIX

Intent

At St Thomas à Becket School, we recognise that children do not automatically know how to behave; just like any other area of learning, behaviour must be explicitly taught, modelled and reinforced. While our aim is for children to develop intrinsic motivation to behave well, we understand that this develops over time and is supported through a carefully structured curriculum.

We believe that children learn best in a calm, safe and welcoming environment, and it is the responsibility of all adults to create and maintain this. High expectations are central to this, and we are committed to supporting every child to meet them. Expectations must be made clear and communicated consistently so that children understand exactly what is required of them.

Behaviour is everyone’s responsibility, and consistency across the school is essential. We recognise that adults set the standard through what they accept, reinforce and challenge. Strong relationships are at the heart of this approach, as they are the most powerful tool in influencing and improving behaviour. We also acknowledge that some children will need more support than others to manage their behaviour. Our approach is rooted in equity rather than equality; we seek to understand individual needs and provide appropriate support rather than relying on punishment. We view all behaviour as a form of communication and take time to understand the underlying reasons behind a child’s actions, supporting them to overcome any barriers.

Children are taught the importance of positive behaviour, including its role in keeping themselves and others safe and enabling learning to take place. Clear, consistent boundaries are essential and are regularly reinforced to ensure all children feel secure and understand expectations.

This approach is informed by research and best practice, including the work of Paul Dix and the Thrive approach, ensuring that our curriculum is both evidence-informed and responsive to the needs of our pupils.

Implementation

At St Thomas à Becket School, our approach to behaviour is implemented through a curriculum rather than a standalone policy, reflecting our belief that positive behaviour must be explicitly taught, practised and reinforced over time. This curriculum is applied consistently across all pupils; however, we recognise that some children may require additional support. Where this is the case, individual behaviour plans are put in place, and it is the responsibility of all staff to be familiar with and follow these. Consistency is further strengthened through shared approaches such as a ‘tweak of the week’, which provides a clear, collective focus for improving behaviour across classes or the whole school and contributes towards a shared reward. Positive learning behaviours are recognised and celebrated through certificates and regular praise, reinforcing the behaviours we want to see. We are committed to maintaining dignity and

respect for all pupils, following the principle of praising in public and addressing concerns in private. This ensures that relationships remain strong and that pupils feel supported rather than undermined. At the same time, we do not accept any level of disruption; all behaviour that detracts from learning is addressed promptly and consistently.

Above all, our approach is rooted in relationships. We recognise that strong, positive relationships between staff and pupils are fundamental to influencing behaviour and ensuring that all children feel valued, understood and supported to succeed.

Resources

- ELSA
- Thrive
- Calming spaces
- Fidget toys
- Ear defenders
- Books
- SCARF PSHE

Behaviours and routines to be taught:

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Moving around the school	• I know that we walk around the school in a straight line and in our line order. • I know that we walk around the school in silence.						
During lessons	• I know that these routines are important so everybody can learn. • I know that we sit still and do not touch our belongings during the input time. • I know that we look at the person who is speaking during the learning time. • I know that I do not shout out during input time. • I know that, when I am working independently, I must do this quietly so that everybody can learn. • I know that we must treat our learning environment with respect and tidy up after ourselves. • I know that learning time is important and I must try to avoid going to the toilet during this.						
At lunch time	• I know that we enter Woodpeckers calmly and quietly. • I know that nobody is allowed inside the classrooms at lunchtime. • I know that it is important to use my manners at lunchtime, saying please and thank you. • I know that we chat sensibly to the people on our table during lunch. • I know that I stay in my seat until I have finished my lunch.						

On the playground	• I know that I clear away the space where I have eaten and put my rubbish in the bin. • I know that we play safely without hurting anyone. • I know that we play kindly by sharing equipment and including people. • I know that I must tidy up my equipment and go to the toilet when the five minute whistle is blown. • I know that, when the bell rings, I must walk to my line and line up silently and in order. • I know that the top goal is used for football and that the ball should not be kicked against the mural. • I know that anyone can use the equipment, but only four children at a time. • I know that I do not climb the walls.
Collective Worship	• I know that we enter and exit Collective Worship in silence. • I know that we walk to Church quietly, and walk through the churchyard in silence, with Kestrels walking with and sitting with Skylarks. • I know that we do not touch the kneelers in Church. • I know that I sit still during Collective Worship, without anything in my hands, and with the rest of my class. • I know that Collective Worship is a special time for our school family and we must all show respect to one another • I know that I put my hand up if I would like to share something during Collective Worship. • I know that we wait silently for a song to be played. • I know that we participate actively during Collective Worship, including with singing.
Presenting our work in books	• I know how to set out our work in our books: • Date – left hand side in words (except for day number); 6 digit format used in Maths books • Date underlined with ruler and sharpened pencil • Learning question – miss a line after date • Error correction – one neat ruled line through with a pencil, using purple polishing pen if needed • Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil • Maths books – one digit one square <i>For KS1 or children who struggle with presentation, please provide them with the date and LQ on a label to be stuck in on the left hand side of their page.</i> • I know that we take pride in all books through the absence of graffiti, large ticks in self-marking and folded edges of pages.

Embedding the Behaviour Curriculum:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teachers and support staff	Introduce behaviour curriculum to all pupils by the end of the first week of term Model all learning behaviours and routines Introduce 'tweak of the week' – a collective goal for each class to work towards on a weekly basis Create individual behaviour plans for children with additional needs and share with all staff who work with the child	Revisit behaviour curriculum, routines and expectations by the end of the first week of term Update individual behaviour plans as necessary	Revisit behaviour curriculum, routines and expectations by the end of the first week of term Update individual behaviour plans as necessary	Revisit behaviour curriculum, routines and expectations by the end of the first week of term Update individual behaviour plans as necessary	Revisit behaviour curriculum, routines and expectations by the end of the first week of term Update individual behaviour plans as necessary	Revisit behaviour curriculum, routines and expectations by the end of the first week of term Update individual behaviour plans as necessary Ensure transition day plans include re-introduction of behaviour curriculum and routines
SLT	Train all staff in behaviour and relationships curriculum	Meet with school council to review behaviour curriculum and adjust as necessary	Monitor implementation of Behaviour and Relationships curriculum in classes	Monitor implementation of Behaviour and Relationships curriculum in classes	Monitor implementation of Behaviour and Relationships curriculum in classes	Monitor implementation of Behaviour and Relationships curriculum in classes

	Deliver assembly to introduce behaviour curriculum Select Pupil Leader for Behaviour and Relationships Monitor implementation of Behaviour and Relationships curriculum in classes and around school and support development as necessary.	Monitor implementation of Behaviour and Relationships curriculum in classes and around school and support development as necessary.	and around school and support development as necessary. Deliver assembly to re-introduce behaviour curriculum.	and around school and support development as necessary.	and around school and support development as necessary. Deliver assembly to re-introduce behaviour curriculum.	and around school and support development as necessary.