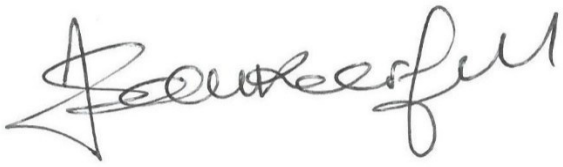
St Thomas' (Halliwell) CE School

Positive Behaviour for Learning Policy

October 2025
To be reviewed October 2027



St Thomas' CE School Positive Behaviour for Learning Policy

Behaviour policy rationale:

At St. Thomas' School we value each child equally and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements.

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, respect and forgiveness. Each day is a new day and a chance for a fresh start.

OVERVIEW

Good behaviour is central to all we do. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

Our school's vision:

'Our community united in Love and Learning where all can shine'

Also aims to uphold and support this policy.

OBJECTIVES

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, and empathy for others.
5. To use good behaviour to promote community cohesion.
6. To create a school ethos in which bullying is regarded as unacceptable.
7. To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying–free environment.

STRATEGIES

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, and responsible learners.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff requires support with a behavioural issue they will discuss it with the Head teacher/Deputy Head teacher who will agree an appropriate strategy of help and support.
8. The Head teacher/Deputy Head teacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. Where more serious behaviours occur, the Head teacher/Deputy Head teacher will, where appropriate, involve outside agencies.

10. In extreme cases, when a child displays behaviour of a more serious nature and fails to respond to help, support and other sanctions, this may result in the child being excluded from school by the Head teacher in accordance to the DfE Exclusion guidance.

Our Whole school Rules

Show kindness to everyone
Have respect for adults and follow instructions
Include everyone and be a good and caring friend
No bullying
Everybody look after and value our school

See Appendix 1

All staff and children at St Thomas' are aware of our school rules. They are displayed clearly in every classroom and communal area. Regular opportunities should be taken to share these with the children, such as; at the start of a new school year, during whole school reward assemblies and daily reminders when necessary. We believe that everyone in school has the right to be respected as an individual. Our school creates a happy, safe and encouraging environment where our children can learn and grow into independent and respectful individuals. We teach children the skills of self-discipline, cooperation, respect and tolerance towards others which are a crucial part of the curriculum and more importantly are essential skills needed in today's society. Without these skills, our academic objectives cannot be reached and so by working closely in partnership with parents, our goals are achieved. We use lively, stimulating and varied teaching styles and develop pupils' Growth Mind sets where perseverance, effort and attitude are consistently praised. All our staff, in the classroom and on the playground, share a positive approach to behaviour management.

At St Thomas', we firmly believe that our children need to learn to make the right choice. Staff frequently remind children that if they choose not to follow our SHINE rules then there will be consequences as a result of this. Where children choose the correct behaviour then they are praised for making the right choices.

Whole School celebrations

In school we reward our children by:

- Awarding the GOLD jumper to one child in every year group each week in a special celebration assembly
- Celebrating the best weekly, termly attendance in whole school assemblies
- Sharing extra-curricular successes and participation in whole school assemblies
- Star assembly - Children will be issued with a certificate, bronze, silver, gold or platinum star pin badge (depending on which year group they are in) for exceptional behaviour throughout the term, in a star assembly at the end of term
- Tea parties for excellent work in Maths or English on a weekly basis
- Using a whole school class Dojo system – dojos can be awarded by any member of staff for hard work, good behaviour and upholding the school rules. These will be reset at the start of every term.
- Dojo prize treat/ trip:

  The 5 children from each class who achieve the most dojo points at the end of the term will be invited to a special treat arranged by the SLT.
- Whole class dojo treat:

At the discretion of the class teacher a whole class treat can be awarded if the class collectively achieve an agreed amount of Dojo's at the end of each term.

See: https://classdojo.com/ for further details

Classrooms – the policy in action and displays

At the start of each school year, teachers and teaching assistants work together with their class in order to understand the whole school policy and share the rules with the children, these are displayed in classrooms. (Appendix 1) The policy is consistently implemented throughout all teaching and learning and during unstructured times.

The SHINE rules and zones are clearly displayed in all classrooms.
The SHINE rules are displayed centrally in the school hall

At the end of each day, pupils review their own behaviour with their class teacher in terms of their effort, perseverance, and attitude.

Further rewards include:

- Use of stickers and stamps.
- Consistent use of verbal praise and reminders in relation to the behaviour policy.
- Approval by other staff- visiting other teachers or the Head Teacher/Deputy Head Teacher for awards.
- Individual reward plans are in place for children with additional social and emotional needs.

Behaviour Zone Meanings, Rewards and Sanctions

GOLD ZONE - 50 Dojo points (+ an additional 50 dojo's if chosen for the Gold jumper)

For exceptional effort or achievement with work, showing exemplary behaviour that exceeds expected behavioural standards.

- Pupils who enter the **GOLD ZONE** at any point in the week will be rewarded with 50 dojo points.
- One child who has entered the **GOLD ZONE** at any point that week will be selected to receive the **Gold** jumper in Friday's 'Let Your Light Shine' achievement assembly. That child will receive an additional 50 dojo points.
- At the end of each day the class teacher will take time to share reasons as to why children have entered the **GOLD ZONE** with the rest of the class.

SILVER ZONE – 25 Dojo points

For extra effort with work and for demonstrating great behaviour in both work and play.

- Pupils who enter **SILVER ZONE** will receive 25 dojo points.
- At the end of each day the class teacher will take time to share reasons as to why children have entered the **SILVER ZONE** with the rest of the class.

Teachers will be responsible for adding the relevant dojos at the end of each day.

GREEN ZONE

Everyone begins the day in the green zone- new day, new start! Everything is as expected (work, play, behaviour)

Pupils who remain on GREEN all day:

- Are congratulated by their class during end of day reflection time.

GREEN STAR – 'ALWAYS' child

At St Thomas' we believe that children who consistently do the right thing, every day deserve additional recognition. This also serves as an incentive to children to see that consistently good behaviour is recognised and rewarded.

Pupils who remain on the Green star all week:

- Are rewarded with an additional 25 dojos and are acknowledged in class.

AMBER ZONE

A pupil will move to the AMBER zone if they do not follow the SHINE rules. For example, not following instructions and being unkind to someone.

Pupils who move into AMBER:

- Lose 5 minutes of play/ lunch time which is spent with their class teacher where they discuss their choice ofbehaviour to ensure that they understand what was wrong with their actions. In addition, they apologise for their actions.
- Pupils remain on AMBER until they have demonstrated expected behaviour, then they progress back to green. If they continue with/escalate their behaviour, they are accelerated to red.

RED ZONE

Children may enter the red zone after continued negative choices after entering the amber zone. Children may also enter the RED zone through an isolated incident that is deemed significant in the categories outlined below:

Physical violence, verbal violence, swearing, stealing, dishonesty- lying, bullying of any kind (This includes cyber-bullying and prejudice based bullying related to special educational needs, sexual orientation, sex, race, religion and belief,gender reassignment or disability, racial comments).

Pupils who move into the RED zone:

- If necessary, will take 10 minutes 'time out' to calm down in an agreed area and reflect on their actions.
- Will lose play time/ part of lunchtime, spending it with the Pastoral Care Officer / Head teacher/ Deputy Head teacher. During this time, the pupil will complete the **RED Zone** reflection form (See Appendix 2 and 3)
- The child will need to discuss their choice of behaviour with the Pastoral Care Officer / Head teacher/Deputy Head teacher to understand what was wrong with their actions and identify next steps in relation to completing the form.
- Pupils remain in the **RED zone** until they have demonstrated expected behaviour then they progress back to amber and then to green.
- If they continue with/escalate their behaviour, see further sanctions outlined below.
- If the Pastoral Care Officer / Head teacher/ Deputy head teacher is unavailable, this process should be followed with the phase leader.
- All **RED zone** incidents should be recorded on CPOMS – these will be discussed by senior leaders at weekly meetings.
- Parents should be informed of incidents that have entered the **RED zone**
- If a child enters the **RED zone** 3 or more times in a week the SLT team will meet to discuss further investigation into the child's emotional needs.

Administering Sanction effectively: Pupils are taken to one side away from the class to discuss their behaviour where sanctions are applied consistently, fairly and calmly and in a way that maintains self-respect and prevents humiliation.

Tiered Approach to Behaviour Incidents

St Thomas, Halliwell CE Primary School follows a structured, tiered response to behaviour incidents to ensure consistency, reflection and appropriate support for all pupils.

Tier 1 – Initial Incident

If a child is moved to the Red Zone due to inappropriate behaviour, whether during class time or at break/lunch, this will initially be dealt with by the class teacher and then the child will spend a minimum of ten minutes of their lunchtime with the Pastoral Care Officer or phase leader. During this time, the child will complete a reflection form to help them understand their actions, consider their impact on others, and learn from the incident. The class teacher is responsible for contacting parents about the incident if told to do so by the phase leader.
The incident must be recorded on CPOMS under the category *Behaviour Incidents* by the staff member who witnessed or dealt with the situation. This information should be factual and to the point.

Tier 2 – Repeated Incidents

If a pupil is referred to the Pastoral Care Officer on three or more occasions in one half term, they will be required to spend their lunchtime in the Headteacher's office.
Parents/carers will be invited into school for a formal meeting in the Headteacher or Deputy Headteacher to discuss the child's behaviour and next steps.

Tier 3 – Continued Concerns

If behaviour issues persist following parental involvement, an Early Help Assessment will be initiated. This will involve collaboration between the school, the family and any relevant external agencies to provide tailored support for the child's behavioural and emotional needs.

Serious Incidents

In the case of a serious behaviour incident, such as physical violence, bullying, or any action that poses a significant risk to others, the phase leader must be informed immediately and will take the lead in managing the most appropriate response. If the phase leader is not available, please inform another member of the Senior Leadership Team.

Supporting pupils requiring additional support for their SEMH (social, emotional and mental health) needs

Analysis of Red Alerts –Pupils receiving three red alerts in the same week, or persistent red alerts are identified by the Head teacher for further discussion during Senior Leadership Meetings termly Safeguarding Review Meetings. The Head teacher will review behaviour termly and provide a report to governors.
Next steps are agreed with the class teacher as necessary in relation to additional support for pupils with social and emotional needs.

Pupils who are identified as having social and emotional needs are referred to the SENCO and Personal Development leader where individual achievement systems are in place to meet their particular need.
This may include an Early Help assessment and a referral to outside agencies including behaviour support where necessary. Parents are updated regularly.

Exclusions

The ultimate sanction of exclusion from school is only used in exceptional circumstances.

A decision to exclude a pupil permanently is only taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The head teacher takes account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour include:

- An assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
- A multi-agency assessment for pupils who demonstrate persistent disruptive behaviour, to ensure unidentified special educational are picked identified.
- A multi – agency approach will be taken to a child's emotional needs should there be any changes in a child's home environment, or whereby previous exposure to early childhood trauma has taken place.
- Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, the Head teacher will consider whether exclusion is providing an effective sanction.
- The Head teacher will, as far as possible, avoid permanently excluding pupils with Education, Healthand Care Plans (SEN) and looked after children.
- In such cases, the Head teacher will inform the Chair of Governors.

Use of Reasonable Force –Our school follows the Safer Schools guidance in conjunction with Aspire (Behaviour Management)

- All members of school staff have a legal power to use reasonable force.

When can reasonable force be used?

Staff use a range of strategies including de-escalation to avoid the use of reasonable force. However, it may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reviewing this Policy

- This policy will be reviewed annually in conjunction with pupils, staff, parents and Governors.

Appendix 1

ST. THOMAS

C.E. PRIMARY, HALLIWELL

Our School Rules

'Let your light shine'

Show kindness to everyone

Have respect for adults and follow instructions

Include everyone and be a good friend

No Bullying

Everybody look after and value our school

Appendix 2

Key Stage 1 Reflection Report

Name: _____ **Class:** _____

Date:_____ **Teacher issuing sanction:**_____

I have been moved to the red zone because:

- ❑ I hurt one of my friends
- ❑ I did not follow instructions from a grown up
- ❑ I used unacceptable or hurtful language
- ❑ I was not respectful to school property
- ❑ I was not behaving in a safe way

Another reason:

How am I going to put this right: (Think about how you might change your behaviour, is there anybody you need to apologise to?)

What could I do differently next time:

Our whole school shine rules:

Show kindness to everyone
Have respect for adults and follow instructions
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No Bullying
Everybody look after and value our school

Appendix 3

Key Stage 2 Reflection Report

Name: _____ **Class:** _____

Date:_____ **Teacher issuing sanction:**_____

I have been moved to the red zone because:
Explain the events that led up to you moving into the red zone

How am I going to put this right: (Think about how you might change your behaviour, is there anybody you need to apologise to?)

What could I do differently next time:

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