



## Secondary Relationship & Behaviour Policy

|                     |                                  |                      |
|---------------------|----------------------------------|----------------------|
| Approved by:        | Lisa Lane                        | Date: September 2025 |
| Last reviewed on:   | September 2022                   |                      |
| Next review due by: | September 2026 (moved to annual) |                      |

## Aims:

At Thomasson, we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils, will develop and reach their fullest potential. It is the belief that every pupil should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with additional needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

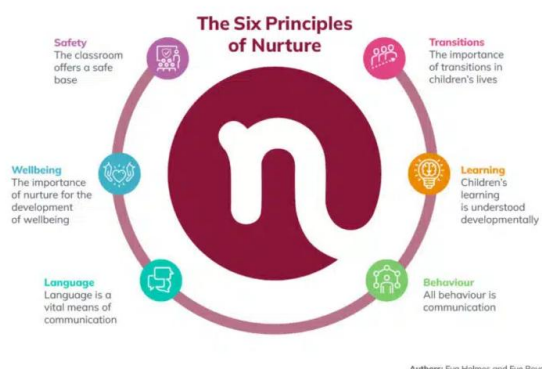
This policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour.

Our school is invested in supporting the very best possible relational health between Parent and pupil, Pupil and pupil, Pupil and school staff, Parent and school staff, School staff and senior leaders, School staff and external agencies.

## Underpinning values and ethos

At Thomasson, we aim to meet the needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on the six principles of nurture and attachment principles that promotes security through consistent routines and clear boundaries.



- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours, which may arise by attuning to the pupil and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the pupil and introduce strategies to support.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

To this end our school is committed to educational practices, which Protect, Relate, Regulate and Reflect

## Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015), being warm emphatic, playful and curious (proven to shift pupils out of flight/fright/freeze positions).

- Staff ensure that interactions with pupils are socially engaging and not socially defensive, to decrease likelihood of pupils relating defensively (flight/fright/freeze).
- A whole school commitment to not use harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know pupils better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling pupils to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable pupils have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the pupil does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable pupils to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised pupils in a kind and non-judgmental way from situations they are not managing well (e.g. pupils who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for pupil's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

#### **Relate**

- A whole-school commitment to enabling pupils to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable pupils provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

#### **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable pupils, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-pupil interactions.
- The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

#### **Reflect**

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable pupils who want to talk about their lives. This is to empower pupils to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE (Personal, Social and Health Education) as preventative input, informed by current research psychological and neuroscience on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'.
- Curricular content enables pupils to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help pupils move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences.

#### **Consistency & Leadership**

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, pupils, parents and management committee members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that pupils understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011

Pupils who attend Thomasson may have suffered trauma and have insecure attachments, they have often experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress.

Positive relationships between pupils and staff are essential in order to reach milestones and beyond.

Thomasson staff use Restorative Approaches to ensure that the running of the school is smooth and pupils learn, are engaged and progress.

Rules are more effective when:

- Adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviour.
- Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching, and learning is successful, and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the school does and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.
- Structure will remain throughout the school day, from arrival until pupils leave the premises.

### **A Code of Behaviour**

At Thomasson we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills.

Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way. Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

### **The way pupils learn behaviour:**

At Thomasson we understand that pupils learn behaviour through:

- Their relationships
- Patterning and copying

- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

### **The way we teach positive behaviours:**

At Thomasson we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

At Thomasson this is our Behaviour Code. The code sets out positive expectations as to how our pupils should behave at school.

### **READY RESPECTFUL SAFE**

1. I will help myself and others to learn
2. I will respect the building, the staff and other pupils
3. I will look after myself and others

At Thomasson we are proactive in teaching pupils what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

We are Communicative, adaptable, respectful, enquiring, cooperative learners. In discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our pupils about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a pupil's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages pupils to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room in order to model appropriate behaviour in the playground

Staff supervise pupils during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

All adults work in partnership to model, reinforce and support our expectations.

- Snapshots are used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.
- Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.
- Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:
  - To develop social skills;
  - To have the opportunity to interact, build tolerance and inclusion;
  - For the enjoyment of positive play;
  - To be healthy – to have fresh air, exercise and the opportunity to relax
  - For the opportunity to explore and play with adults and peers in a less structured, positive environment

### **Rewards and Consequences**

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos.

- ALL staff are responsible and actively involved in rewarding positive behaviour.

Achievements, success and positive behaviour both in and out of school are supported and celebrated. We celebrate these successes in many ways including:

- Smiles, positive eye contact and gestures
- Targeted praise statements, at a group and/or an individual
- Spontaneous peer group praise
- Phone calls and/or other forms of communication with parents/carers
- Written comments in books
- Displaying of good work
- Additional responsibilities
- Positive praise
- Multiple opportunities during the day for a fresh start
- Certificates in celebration assemblies
- Team Points/certificates/stickers awarded for good behaviours
- Attendance awards
- Hot Chocolate with the Headteacher
- Sharing good work and or behaviour with other professionals
- Reward trips, off site activity or an agreed reward with staff and pupil.

Classroom-specific positive strategies will vary from class to class.

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour.

All of our staff will undergo regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff.

All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the pupils. The consequences are short, clear and progressive.

Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst pupils are being transported. Consequences are:



| C1                                   | Issue                                                                                                                                                        | Action by staff                                                                                 |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>VERBAL WARNING</b>                | Chatting in class<br>Off task<br>Chewing<br>Lack of work<br>Incorrect uniform<br>Shouting out in class<br>Gestures<br>Arriving late( with no genuine reason) | 1-1 Conversation with Pupil                                                                     |
|                                      |                                                                                                                                                              |                                                                                                 |
| C2                                   | Issue                                                                                                                                                        | Action by staff                                                                                 |
| <b>2<sup>ND</sup> VERBAL WARNING</b> | Chatting in class<br>Off task<br>Chewing<br>Lack of work<br>Incorrect uniform<br>Shouting out in class<br>Gestures<br>Arriving late( with no genuine reason) | 1-1 Conversation with Pupil                                                                     |
|                                      |                                                                                                                                                              |                                                                                                 |
| C3                                   | Issue                                                                                                                                                        | Action by staff                                                                                 |
| <b>DETENTION</b>                     | Failure to respond to C2                                                                                                                                     | Break or lunchtime detention – up to 20 minutes<br>Recorded on CPOMS by staff issuing Detention |
|                                      |                                                                                                                                                              |                                                                                                 |

A suspension is the decision of the Headteacher following an investigation.

Suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on CPOMS.

### Unacceptable behaviour

Thomasson defines unacceptable behaviour as:

- Repeated breaches of the school rules
- Violence towards staff or pupils
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items.** These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The school will communicate regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school assemblies, notice boards, newsletters and letters to parents/carers. The school will communicate the standards of acceptable and unacceptable pupil behaviour to staff through the Induction Programme and the staff training programme.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |

| TYPE OF BULLYING | DEFINITION                                                                                                |
|------------------|-----------------------------------------------------------------------------------------------------------|
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to pupil's social care
  - Report to the police

Please refer to our pupil protection and safeguarding policy for more information.

### **Confiscation of inappropriate items:**

There are two sets of legal provisions, which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or pupil pornography must always be handed over to the Police; otherwise, it is for the teacher to decide if and when to return a confiscated item.

### **Intervention**

At Thomasson, we are aware that some of our pupils experience challenges outside of school, who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice, that require an extra level of nurture and support.

On these occasions, an Individual Support Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created with the classroom staff who know the pupils best along with a member of the pastoral team (shared via CPOMs to relevant parties).

Regular meetings are scheduled to update details and assess strategy effectiveness. Where these events involve harm to the pupil in question or other pupils, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

All teachers keep a CPOMS chronology, which feeds into fortnightly Pastoral Team Meetings.

### **Supporting and Understanding Pupil Behaviour**

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

### **Procedures for behaviour support:**

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

#### **1. Think: Analysing and Understanding Behaviour:**

Staff teams monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult.

#### **2. Plan: Promoting Positive behaviour:**

A Behaviour Support Plan is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves. Plans are to be monitored and reviewed on a half termly/termly basis as appropriate.

#### **3. Respond: Responding to challenging behaviours:**

A graded approach must always be used when supporting pupils who are displaying challenging behaviour.

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Use of a De-Escalation
- Time Out: timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.
- Consequences: It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g., when they hurt another pupil/staff member.

### **Specific Support: Working with individual/small groups of pupils**

At Thomasson we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met. This is undertaken by a designated Teaching Assistant, outside agency or Pastoral Leader.

- **Managing Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons, lunch times). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.
- **Visual Support:** Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system) can also be used.
- **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **PATHS:** Specialist provision in promoting alternative thinking strategies is planned and delivered to ensure pupils know how to deal with social situations, emotions and negative feelings. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.
- **Use of staff/targeted Support:** Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Lego Therapy:** Lego therapy is a way for pupils to learn social skills in a natural environment. The pupils learn to listen, cooperate, and solve disputes and to help each other in order for the model to be successfully built.
- **Therapy sessions**

### **Physical Intervention**

At Thomasson, we are committed to a positive behaviour policy which encourages pupils to make positive behaviour choices. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following

#### **Principles:-**

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.

- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned
- Physical Intervention will only be undertaken by trained staff
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

### **Recording of Incidents.**

All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

### **Support and Training for all Staff**

Behaviour management training and CPI are taught to staff on training days. However additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours

### **Exclusion**

We are an inclusive school and will work hard to develop strategies to include all pupils. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

#### **Internal**

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Any pupil on internal exclusion will not be allowed out to play and must work on their own away from other pupils for no longer than a day.

#### **External**

Only the Headteacher, Deputy Headteacher can exclude pupils externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

For more detailed information on exclusion, please see our Exclusion Policy.

### **Links to other policies**

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Pupil protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- Physical Intervention
- PSHE
- Equality & Diversity
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

### **Monitoring & Review**

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils. It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the relevant governor's committee.



# Thomasson Memorial School

## Behaviour Principles Written Statement

The Governing Body of Thomasson Memorial School is committed to ensuring that the school is a safe, nurturing and an inclusive place where all pupils can learn and thrive. This statement of principles underpins the school's Relationship Policy and guides its consistent implementation.

### Our Principles

- **Safety and Wellbeing First**  
Everyone has the right to feel safe, valued and respected. The school promotes predictable routines, clear boundaries and emotionally attuned interactions.
- **Positive Relationships and Mutual Respect**  
Positive, supportive relationships are central to our ethos. Staff model respectful behaviour and use the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) to build trust.
- **Inclusive and Nurturing Practice**  
Behaviour is recognised as a form of communication. Pupils' needs, including those arising from trauma or additional needs, are understood and supported with empathy.
- **Consistency and High Expectations**  
All staff apply behaviour expectations consistently, while being flexible to meet individual needs. Pupils are taught to be **READY, RESPECTFUL and SAFE**.
- **Teaching and Modelling Positive Behaviour**  
Positive behaviours, self-regulation skills and social/emotional learning are taught explicitly and celebrated regularly.
- **Restorative and Reflective Approaches**  
Pupils are supported to reflect on their behaviour, repair harm, and learn from mistakes through restorative practice.
- **Fair, Proportionate Consequences**  
Responses to inappropriate behaviour are clear, consistent, proportionate, and accompanied by support to promote positive change.
- **Zero Tolerance of Bullying and Discrimination**  
The school does not tolerate bullying, harassment or discrimination of any kind. Allegations are addressed promptly and supportively.
- **Commitment to Safeguarding and Equality**  
Behaviour expectations uphold safeguarding duties and the Equality Act 2010. They apply equally to all pupils.

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**The Behaviour Principles Written Statement will be reviewed annually by the Governing Body.**