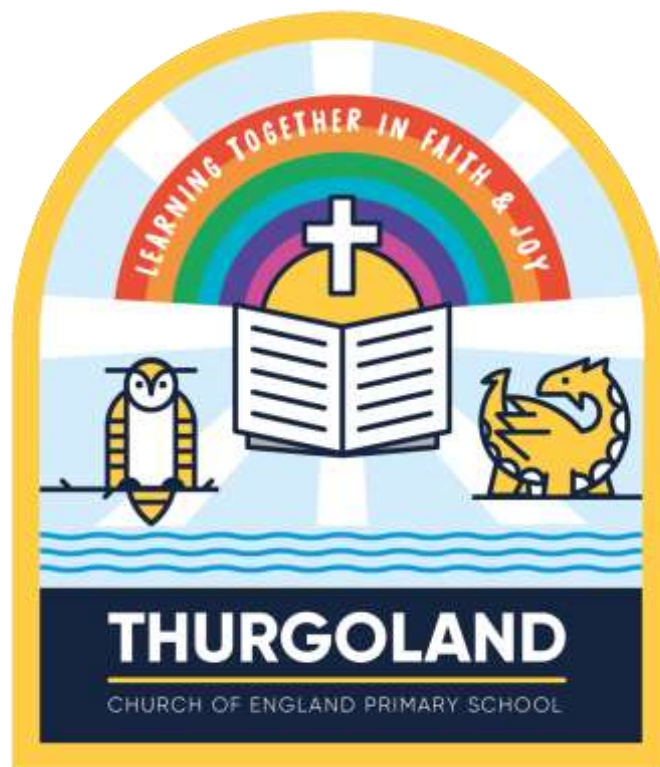


Thurgoland CE Primary

Behaviour and Relationship Policy



Approved by:
Headteacher Mr D Jordan
Chair of Governors Mrs Laura Gregory-White
Review date: Autumn 2026

Date: 24.09.2025
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THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



UNIQUENESS

Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



LEARNING ENVIRONMENT

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): *A mustard seed...*

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

**"I AM BECAUSE
WE ARE."**

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

**TO MAKE
THE WORLD A
BETTER PLACE.**



AMEN

Introduction

This policy was created after consultation with members of staff, pupils and parents within our school. It has been formally approved by our governing body and reflects our approach at Thurgoland C of E Primary School.

Aims and Principles

The policy sets out the expectations of behaviour at Thurgoland C of E Primary School and is underpinned by the ethos and aims of our school and values held by the school community. The standard of conduct expected of our pupils is underpinned by the Christian values upon which the school was founded.

Aims of the school:

- To promote a safe and positive climate and ethos in school where everyone shows respect.
- To create a consistent environment that encourages and reinforces good behaviour and children modelling our core values: Love to Learn, Give it a Go, Be Resilient, Aim High and Show Respect.
- To enrich our pupils with life skills and values to support them in their future.
- To promote and encourage positive communications between homes, our community and the wider world.

The staff, pupils and governing body seek to create an environment which ensures that we have outstanding behaviour and attitudes towards learning and allows everyone to be, and become, their 'Best Self'. Our pupils are encouraged to behave well through the vision and values and rules to promote children to be their 'Best Self at Thurgoland.'

Thurgoland C of E Primary has an inclusive approach to our provision. Our aim is to always involve all our children, staff, parents, carers and governors in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise children with specific disabilities may require alternative adaptations or arrangements to be made where necessary.

Rationale

"The school motto of 'learning together in faith and joy' is being lived out on a day to day basis, enabling all pupils to achieve their full potential as well-rounded, confident and spiritually aware individuals." SIAMS Report: March 2018.

Behaviour and attitudes to learning at our school are good. The children be their best self and make us proud every day. It is important however that we continue to maintain the current high standards and that we have clear guidelines in place for any occasions where these high standards are not adhered to. This policy has been developed through consultation to ensure that we have outstanding behaviour and attitudes to learning and allows everyone to be their 'Best Self'.

Our home/school agreement ensures we work with pupils, staff and parents to make Thurgoland a safe and nurturing environment where all children can learn and play together in faith and joy. The agreement allows for school and parents to support each other to work towards our behaviour expectations in school. This policy has been agreed by all stakeholders through consultation to ensure we have a significant degree of consistent and effective behaviour management in our school.

We understand that the social and emotional development of our pupils impacts on their enjoyment of learning and life and their ability to reach their potential. We recognise that all pupils have the right to appropriate support to ensure that the whole child is able to develop, regardless of whether their difficulty is physical, emotional, mental or social.

Role of Head Teacher

The Head Teacher is accountable for implementing the school behaviour policy consistently throughout the school and on request report to Governors on the effectiveness of this policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher will store records of all reported incidents of misbehavior and has the responsibility for giving fixed term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Staff

All staff within the school have the responsibility of modelling high standards of behaviour both when addressing children and other members of staff as their example has an important influence on the children – this is captured in the Staff Code of Conduct Policy. All staff are responsible for dealing with incidents in and around school. Incidents can be referred to Senior Leadership Team and ultimately to the Head Teacher in line with the stepped approach in the Behaviour Systems document.

The adults of our school should aim to:

- Create a positive learning environment with realistic and clear expectations;
- Emphasises the importance of being valued as an individual;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

Role of Pupils

It is our aim to foster in all pupils a sense of self-discipline and be responsible for their actions and behaviours, which will allow them to make a valuable contribution to school life. Pupils are encouraged to have responsibility for and ownership of the school ethos and environment. Pupils are elected by their peers into leadership roles, including the School Council. This meets on a regular basis and discusses and acts upon a range of issues, which have been brought to the councillors by other pupils.

Pupils are role models within the school. Pupils in upper key stage 2 take on the roles of peer mediators (playground mentors), and sports leaders, working with the younger pupils to ensure playtimes are positive. Pupils are also librarians, collective worship leaders, subject ambassadors and have roles within their own classrooms as appropriate to their age.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. Governors will be available to give advice to the Head Teacher about particular disciplinary issued.

Role of Parent/Carers

At Thurgoland we ensure we work collaboratively with all parents/carers, so children receive consistent messages about how to behave at home and school. Our values and visions for our school are regularly shared with parents/carers and available on our website. As a school, we expect parents to read these and support them.

Curriculum and Classroom Organisation

At Thurgoland we ensure to encourage positive behaviour by providing both a positive learning environment in classrooms and an enriching curriculum promoting our desired learning behaviours. This is done by ensuring we:

- Provide a broad, balanced and stimulating curriculum;
- Use a wide range of teaching and learning methods, matching content and delivery as closely as possible to the needs of individual children;
- Value achievement across a broad range of skills and levels of ability;
- Consider the appropriateness of pupil groupings;
- Provide supportive guidance to promote personal and academic development;
- Conduct weekly PSHE and “Circle Time” Sessions where appropriate;
- Provide suitable playground and indoor playtime equipment and games;
- Provide appropriate interventions - 1:1 or in small groups to meet individual pupils’ needs.

Be your ‘Best Self’ at Thurgoland

We encourage children to be their ‘Best Self’ at Thurgoland creating a behaviour code of expectations that are underpinned by our Christian Values, ethos and effective learning behaviours. These are on display around school and in classrooms and referred to by all staff and pupils.



Explicit class rules are promoted and taught in each class, starting in Class R with the introduction of the school's 'Golden Rules':



Class R Golden Rules

"By working and playing together, in peace and harmony, we can love, learn and respect"

We use kind hands and words to others.

We walk wonderfully and use quiet voices indoors.

We look after our classroom and outside toys.

We look and listen for learning and when speaking to others.

Thurgoland C of E Primary Behaviour System

We encourage children to strive to be their 'Best Self' to earn Dojo points (individual and team rewards). The current behaviour system was developed after consultation with parents, pupils and staff/Governors. Children are rewarded for showing behaviours related to our 5 characteristics of learners and are always reinforced when praising a pupil. We believe children respond best to positive reinforcement and modelled good behaviour, we will always use good examples and focus on the desired behaviour and talk about how a child can achieve that rather than negative behaviour. Children who display positive behaviour and model our 5 characteristics of learning may receive:

- Verbal praise;
- Dojo points;
- Stickers, including Headteacher stickers;
- Special mention certificates - celebrated in assembly once a week;
- A text message home celebrating the behaviour;
- The David Marsh Cup – awarded half termly to the class who has promoted care and peace throughout the school;
- Head Teacher Award – pupils may be sent to the Head Teacher to celebrate their behaviours/work and will receive an award;
- Celebration Table - During lunchtimes our catering and lunch time supervisors promote good manners by praising the use of 'please' and 'thank you'. Children who impress our lunch time team with good behaviour and be their 'Best Self' will be invited to a weekly reward by dining at a special table, where they receive an extra special lunch time with the Head Teacher.

Unacceptable/Inappropriate Behaviour

THERE IS NO PLACE FOR RACISM, VIOLENCE, SEXISM OR SEXUAL HARASSMENT, BULLYING OF ANY KIND e.g. PHYSICAL, VERBAL, CYBER BULLYING, VANDALISM, RUDENESS OR BAD LANGUAGE WITHIN OUR SCHOOL AND THESE WILL ALWAYS BE DISCOURAGED, ADDRESSED AND ERADICATED.

Racism will never be tolerated and a racism log; senior leaders must report any incident that is racially motivated. These incidents are communicated to parents and followed-up immediately.

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying.

We are careful not to use the word bullying for isolated incidents of unacceptable behaviour spread over longer periods of time. If you suspect that your child is being bullied, and have significant reason to believe that this is the case, then you should contact your child's class teacher for an appointment at the earliest opportunity.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the Anti-bullying policy.

Physical behaviours like hitting, kicking or biting are not accepted in school. Children can be incredibly boisterous and many see 'fighting' as an activity of play. This cannot be accepted and we urge parents to ensure that all pupils follow our simple guide statement, 'keep your hands and feet to yourself.' Pushing, shoving, hitting, kicking and biting will all be addressed instantly. Where there is an incident when a child has been physically harmed, and we are aware of this, we will make every effort to contact a parent of each child involved as soon as possible.

As we are aware, accidents can happen in schools and on occasions children can get mixed up about what has happened during the incident when relaying information. If this occurs, parents are encouraged to contact school so they can work together to get to the bottom of the event.

Due to ever growing and developing technology, our children are exposed to cyber-bullying and it is becoming an increasing issue in society, which is occasionally affecting the older children in school causing fall outs about social media content and messaging for example. Thurgoland supports the legal view that Primary-aged children should not access these communication tools until they are responsible young adults, however we are keen to educate all our pupils about the dangers of Cyber-bullying to ensure they are using technology safely and happily. Please refer to our E-safety Policy for full details about Cyber-bullying.

Thurgoland does not tolerate foul and inappropriate language in our school. Any cases of foul language will be addressed by the Head Teacher and parents will be informed.

If a parent/carer has any concerns about their child, they are encouraged to discuss with the child's class teacher, and then the Head Teacher. A problem is never ignored. Parents are encouraged to be involved in their child's school life from the earliest stages through informal everyday contact. If negative situations persist or become more worrying, parents will be invited into school to discuss behaviour strategies that will benefit the child and family.

Sexism and Sexual Harassment

At Thurgoland any form of sexism or sexual harassment will not be tolerated and the appropriate measures will be taken for any incidents that occur.

These type of behaviours include: sexting, inappropriate touching, up-skirting.

For more information please refer to our Safeguarding and Child protection policy.

Consequences for Unacceptable Behaviour

We strongly believe that praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed and this will be our 'go to strategy' for most of the time. However, at times, children may need reminding of how to be their 'Best Self' and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour going forward.

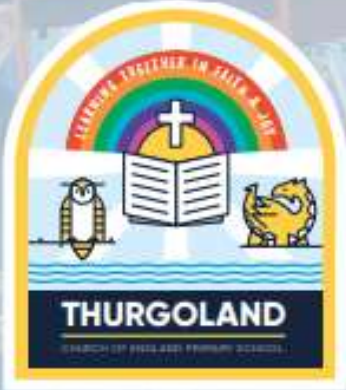
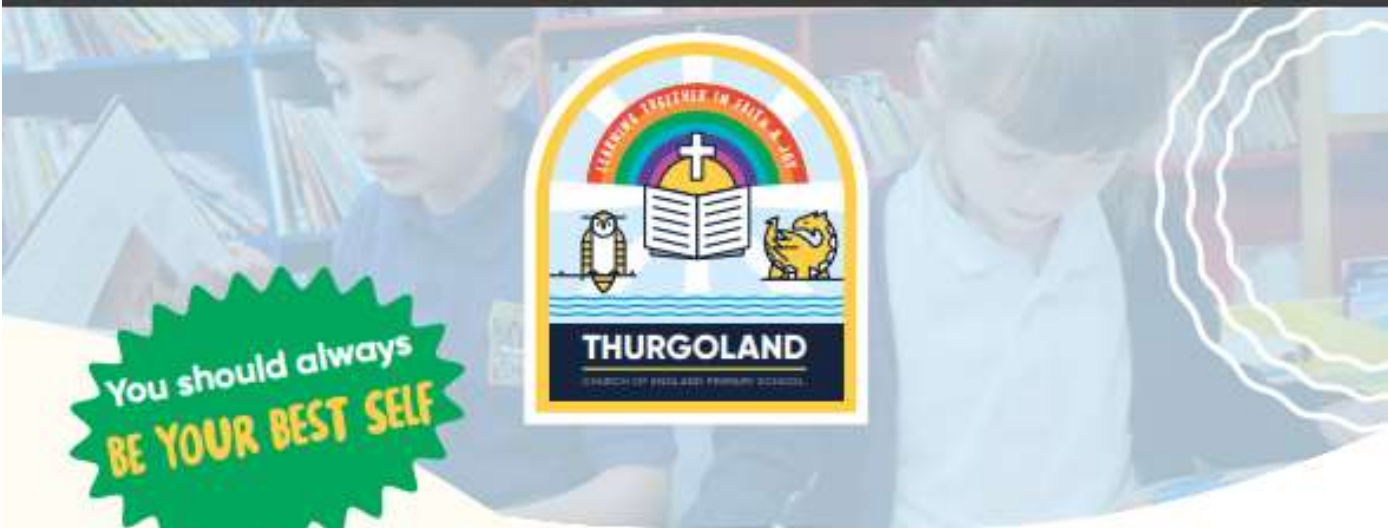
All staff will address challenging behaviour following a restorative approach including specific language which is explicit on our behaviour system. Staff will recognise that pupil's behaviour can be connection-seeking rather than attention-seeking and that building connections between pupils and staff is the key to positive behaviour.

Where possible staff will attune to how the pupil is feeling, validate their emotions by acknowledging how they feel using appropriate language i.e. I understand, I can see.... ; work to contain the behaviour then help to regulate the child's emotions and behaviour.

It is important that adults can recognise their own feelings when dealing with negative behaviour. When faced with behaviour which has contravened school rules, they will stop, think and choose the appropriate approach.

School staff should feel confident to ask for support from colleagues when needed, and understand that they can ask that another adult work with a child if they need to.

Whilst each individual and situation is different and it is not possible to lay down strict guidelines for every situation, all classes (Class R to Class 6) follow the same behaviour step approach to dealing with incidents of unacceptable behaviour, see next page.



**You should always
BE YOUR BEST SELF**

OUR BEHAVIOUR SYSTEM

1

I have had to be reminded about the class school rules and need to check my behaviour.

Teacher/TA to discreetly address behaviour 1:1 with the child.

"I HAVE ASKED YOU ONCE...TO BE YOUR BEST SELF I KNOW YOU CAN ..."

2

I have had to be reminded about the class school rules a second time and need to improve my behaviour.

Teacher/TA to discreetly address behaviour 1:1 with the child.

"I HAVE NOW TOLD YOU TWICE...TO BE YOUR BEST SELF I KNOW YOU CAN ...I WILL NOT SAY IT A THIRD TIME"

3

I have been reminded about the school rules three times in one session and I will miss some of my playtime.

Child to spend 5 minutes of playtime in 1:1 with an adult.

ADULT TO DISCUSS CHILD'S ACTIONS IN RELATION TO THE EXPECTATIONS AND HOW TO IMPROVE. PARENTS TO BE INFORMED OF THIS ON THE DAY BY EITHER FACE TO FACE, PHONE CALL OR MESSAGE TO PARENTS.

4

I am still not following the school rules. I will miss my Friday reward time.

If a child reaches the third step 3 times in 1 week, they remain inside during Friday reward time.

CHILDREN WHO MISSED FRIDAY REWARD TIME TO BE RECORDED ON CPOMS.

5

My behaviour is unacceptable and will be monitored closely.

If a child reaches step 4 twice in a half term, their parents/carers will be invited into school for a meeting with the teacher(s) and a member of the Senior Leadership Team.

BEHAVIOUR WILL BE CLOSELY MONITORED FOR A PERIOD OF TIME WITH DAILY FEEDBACK GIVEN TO PARENT/CARER.

Serious behaviour incidents e.g. bullying, fighting, inappropriate language or safeguarding, the child is sent straight to Headteacher.

When a child reaches step 3 of the behaviour system or following a dysregulation, it is expected that the staff member and child have a 'restorative conversation' to discuss the child's action and how to improve this moving forwards. This 'restorative conversation' will follow the 'Hot Cross Bun' model:



Restorative Conversations



The Hot Cross Bun model is a powerful tool for helping children understand how their thoughts, feelings, actions and body are all linked. By using this visual framework, adults can support children to reflect calmly on what they were thinking, how they felt, what they noticed in their body, and how they acted. This develops emotional literacy, promotes self-awareness, and helps children make better choices in the future.

These conversations are not about punishment, but about helping children connect their internal experience to their outward behaviour — so they can learn, repair, and grow.

1. Thoughts

- Encourage the child to recall what they were thinking at the time.
- This might be assumptions ("They did it on purpose"), worries ("I'll get in trouble"), or beliefs ("it's not fair").
- Helping children identify their thoughts builds self-awareness and shows how thinking influences behaviour.

Adult prompt: "What was going through your mind at that moment?"

2. Feelings

- Support the child to label the emotion(s) they experienced.
- Use emotion cards or the feelings wheel to expand beyond "happy/sad/angry."
- Acknowledge that feelings are never wrong — it's what we do with them that matters.

Adult prompt: "What feeling do you think was strongest?" / "Was there more than one feeling?"

3. Body Sensations

- Ask the child what they noticed in their body — this helps them spot early signs of dysregulation.
- Sensations might include: hot face, racing heart, clenched fists, wobbly legs, butterflies.
- This builds interoception (awareness of internal states); an important part of self-regulation.

Adult prompt: "Did your body feel different at the time? Where did you feel it most?"

4. Behaviour and Urges

- Explore what the child felt like doing — and what they actually did.
- This might include shouting, walking away, pushing, crying, or withdrawing.
- Avoid shaming — the goal is reflection, not blame.

Adult prompt: "What did you do next? What were you trying to achieve?"



Barriers

- Children may not yet have the language to describe their internal experiences:** they may default to "I don't know" or feel nervous about being honest.
- Adults may unintentionally turn the model into a behaviour review:** if the tone becomes corrective or rushed, the child may shut down.
- Time constraints or busy environments make deep reflection difficult:** these conversations need time, calm, and the right setting to be effective.



Top Tips

- Build emotional language daily across the curriculum:** use books, visual prompts, and classroom talk to explore how characters think and feel.
- Model the Hot Cross Bun with fictional characters or real-life scenarios:** practise before incidents happen, so children become familiar with the language and structure.
- Create a calm, private space for reflection:** even a quiet corner or pause area can offer the right conditions for meaningful dialogue: emphasise curiosity over correction — "Let's figure this out together."

EVERY CHILD MATTERS ACADEMY TRUST

Physical restraint

In some circumstances, **but always as a last resort**, staff may use reasonable force to restrain a pupil to prevent them: causing disorder; hurting themselves or others; or damaging property.

Incidents of physical restraint must: be applied using the minimum amount of force and for the minimum amount of time possible; be used in a way that maintains the safety and dignity of all concerned; never be used as a form of punishment; and be recorded and reported to parents (see appendix 3 for a behaviour log).

Use of CCTV

Thurgoland C of E Primary has CCTV in operation in key areas in school to increase security of the building. When necessary images from the CCTV footage may be used to support the leadership team to increase the efficiency of dealing with behaviour or a safety issue. On occasion footage may be used to help the school to address inconsistencies in issues reported by a child, parent or staff member. Footage may be shared with parents to highlight our concerns. When the footage involves other pupils we will always contact the relevant families for permission to share the footage. If permission is not granted we will report verbally on what staff can see.

Links with other policies

Our behaviour policy underpins the visions and values of our school. There are specific links with other important school policies including Safeguarding and Child Protection, Health and Safety, Anti-bullying, Relationships and Sex Education and Attendance.