Thurgoland CE Primary

Behaviour and Relationship Policy

Approved by:
Headteacher Mr D Jordan **Date: 08.07.2026**
Chair of Governors Mrs Laura Gregory-White **Date: 08.07.2026**
Review date: September 2027

THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL

LEARNING TOGETHER IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



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.



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."

"I AM 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)

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

TO MAKE THE WORLD A BETTER PLACE.

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.



AMEN

Introduction
This policy has been developed following consultation with staff, children, parents, carers and governors. It reflects the lived experience of behaviour and relationships at Thurgoland CE Primary School and is rooted in our Christian vision.

At Thurgoland CE Primary School, our vision is:
"To be and become your best self."

Our vision is rooted in the belief that every child and adult is uniquely created by God, with the potential to grow, flourish and become their best self. Inspired by the Parable of the Mustard Seed, we value growth over time and nurture each individual with love, respect and hope.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Online Safety Policy and SEND Policy. It reflects the requirements of Keeping Children Safe in Education (2026) and supports the school's commitment to inclusion, wellbeing, safeguarding and positive relationships.

Aims and Principles
Our behaviour policy is underpinned by our Christian vision and values.
We aim to:
- promote a safe, calm and respectful environment where all can flourish
- create a consistent culture that encourages and reinforces positive behaviour
- support children to develop strong relationships built on dignity, respect and tolerance
- enable all children to feel valued, included and part of "Team Thurgoland"
- ensure behaviour supports learning, wellbeing, attendance and personal development
- develop children who take responsibility, show compassion and contribute positively to the world
- ensure classrooms and learning environments are calm, orderly and purposeful
- recognise and respond to behaviour, attendance and wellbeing concerns at an early stage
- ensure that behaviour systems support safeguarding, inclusion and the needs of vulnerable children

At Thurgoland, behaviour is not simply about compliance. It is about developing character, relationships and a sense of responsibility within a caring Christian community. We recognise that behaviour, wellbeing, attendance and safeguarding are closely linked and that children are most likely to thrive when they feel safe, valued, understood and included.

Rationale
Our SIAMS inspection recognised that:
"The vision is the foundation upon which Thurgoland's work is based. It drives the decisions of leaders and the actions of the school community. It is a lived reality that enables pupils and adults to flourish."

Relationships throughout the school are strong, with high levels of respect, dignity and tolerance. This creates a culture where children and adults feel welcomed, valued and able to flourish. We recognise that behaviour and relationships are central to enabling all children to succeed academically, socially, emotionally and spiritually.
We understand that:
- behaviour is a form of communication
- children may need support to regulate their emotions and behaviour
- some children require additional support to succeed
- behaviour, wellbeing, attendance and safeguarding are closely linked
- patterns of behaviour over time may indicate an unmet need, vulnerability or safeguarding concern
- positive relationships are central to promoting successful behaviour

We are committed to ensuring that all children feel safe, supported, included and able to thrive. Our approach seeks to understand behaviour in context, remove barriers to success and provide the right support at the right time.

Role of the Headteacher
The Headteacher is responsible for implementing this policy consistently and ensuring that behaviour reflects the school's vision and values.

The Headteacher will:
- ensure high standards of behaviour across the school
- support staff in implementing the policy
- monitor behaviour patterns and trends
- ensure alignment between behaviour, safeguarding and inclusion
- oversee provision for children requiring additional behavioural, pastoral or inclusion support
- take decisions regarding suspension or exclusion in line with statutory guidance

Role of Staff
All staff are responsible for modelling behaviour that reflects our Christian vision.

Staff will:
- build strong, respectful relationships with children
- promote dignity, inclusion and belonging
- create calm and positive learning environments
- reinforce expectations consistently
- recognise and celebrate positive behaviour
- respond to behaviour in a calm and relational way
- recognise when behaviour may indicate an unmet need, vulnerability or safeguarding concern
- record concerns in line with school procedures where appropriate
- seek support and advice where needed
- work collaboratively with colleagues, parents, carers and external agencies where appropriate

Staff understand that relationships are central to behaviour and that children respond best when they feel safe, valued, understood and included. Staff recognise that behaviour may be a form of communication and will seek to understand the underlying needs of children where appropriate.

Role of the Inclusion Team
The Inclusion Team supports the identification, monitoring and review of children who may require additional support.

The Inclusion Team consists of the Designated Safeguarding Lead (DSL), SENCo and Parent Champion. The Headteacher may also attend meetings where appropriate.

The Inclusion Team meets regularly to review behaviour, wellbeing, attendance and safeguarding information and to ensure that children receive the right support at the right time.

The Inclusion Team will:
- identify children who may benefit from additional support or intervention
- review behaviour patterns, attendance concerns and safeguarding information where appropriate
- coordinate support and provision for vulnerable children
- work with parents, carers and external agencies where appropriate
- monitor and review the impact of support and interventions over time

Role of Children
Children are encouraged and supported to take responsibility for their behaviour and contribute positively to school life.

Children are supported to:
- be their "Best Self"
- show respect and kindness
- take responsibility for their actions
- support others
- resolve conflict positively
- contribute to a safe, inclusive and respectful school community

Children take on leadership roles such as peer mediators, supporting others to resolve conflict restoratively in line with the school's values.

Role of Governors
Governors ensure that this policy reflects the school's vision and is implemented effectively.

Governors monitor behaviour, attendance, wellbeing and safeguarding to ensure that all children are able to flourish. They provide challenge and support to school leaders and seek assurance that behaviour systems are fair, inclusive and effective.

Role of Parents and Carers
We work in partnership with parents and carers to support positive behaviour, wellbeing and attendance.

Parents and carers are expected to:
- support the school's values and expectations
- communicate concerns promptly
- support good attendance and punctuality
- work with the school to support their child
- engage positively with support and intervention where appropriate

Curriculum and Classroom Organisation
Our curriculum supports positive behaviour, relationships and personal development by promoting:
- respect and understanding
- emotional literacy
- resilience and independence
- reflection and spiritual development
- positive relationships and inclusion
- wellbeing and belonging

Children are given opportunities to reflect, think deeply and develop their understanding of themselves and others. Through the curriculum, children are supported to develop self-regulation, empathy, responsibility and the skills needed to contribute positively to school life.

Classrooms are organised to provide calm, safe and purposeful learning environments where children feel valued, supported and able to flourish.

Be your 'Best Self' at Thurgoland
Our expectations are built around our core values:

- Love to Learn
- Give it a Go
- Be Resilient
- Aim High
- Show Respect

These values underpin behaviour, relationships and learning throughout the school and are consistently taught, modelled and reinforced.



By being their "Best Self", children are encouraged to:

- make positive choices
- show kindness and respect to others
- take responsibility for their actions
- demonstrate resilience when faced with challenges
- contribute positively to the school community

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.

The school's values and expectations are embedded throughout school life and support the development of a safe, inclusive and respectful environment where all children can flourish.

Behaviour System and Recognition
All classes (Reception to Class 6) follow a consistent stepped behaviour approach to ensure clarity and fairness across the school. This approach is outlined in the Behaviour Systems document and ensures that children understand expectations and consequences.

The behaviour system is explicitly taught to children and regularly revisited. Staff apply this consistently whilst responding appropriately to individual needs and circumstances. Consistency across the school is essential to ensure fairness, clarity and effectiveness.

High expectations are maintained for all children, with appropriate support, reasonable adjustments and adaptations provided where needed. The school recognises that some children may require additional support to achieve success and will respond in a way that is proportionate, inclusive and responsive to need.

We prioritise positive reinforcement and seek to recognise, encourage and celebrate positive behaviour. Children demonstrating positive behaviour may receive:

- verbal praise
- Dojos
- stickers
- certificates and rewards
- recognition from the Headteacher
- communication with home

These reward systems are well established and consistently used across the school, ensuring that positive behaviour is recognised as part of the school's daily culture. We focus on celebrating effort, kindness, resilience, respect and positive contributions to the school community.

Unacceptable Behaviour
There is no place in our school for:

- racism, discrimination or prejudice-based behaviour
- bullying, including cyber-bullying
- violence or physical aggression
- sexism, sexual harassment or harmful sexual behaviour
- abusive, threatening or discriminatory language
- harmful or unsafe behaviour
- online abuse or the misuse of technology

These behaviours will always be addressed promptly, consistently and appropriately.

We recognise that behaviour may sometimes be linked to safeguarding and will respond accordingly. Some behaviour may indicate a safeguarding concern, including child-on-child abuse, and must always be taken seriously and acted upon. Child-on-child abuse will never be tolerated or dismissed as banter, part of growing up or harmless behaviour.

Where incidents occur, particularly those involving harm, repeated behaviour or safeguarding concerns, parents and carers will be informed promptly. The school will always seek to work in partnership with parents and carers to support positive outcomes for children.

Where a child has been physically harmed and the school is aware of this, every effort will be made to contact the parents or carers of each child involved as soon as possible.

Bullying and Peer Conflict
Bullying is taken seriously and addressed in line with the school's Anti-Bullying Policy.

The school recognises the difference between peer conflict and bullying. Whilst disagreements and conflict can occur between children, bullying is behaviour that is repeated, intentional and designed to cause harm or distress.

Children are supported to resolve conflict through restorative approaches which encourage reflection, understanding and the repair of relationships. Peer mediators play an active role in supporting positive relationships and helping children resolve minor conflicts appropriately.

Any concerns relating to bullying, child-on-child abuse or repeated harmful behaviour will be investigated and addressed promptly. Where appropriate, incidents will be considered within the wider safeguarding context and managed in line with the school's Safeguarding and Child Protection Policy.

The school is committed to creating a culture where children feel safe to report concerns and know that they will be listened to and supported.

Consequences for Behaviour
Our approach is relational and restorative. However, clear boundaries and consistent consequences are essential to support a calm, safe and purposeful environment.

Where behaviour falls below expectations, staff will respond in a calm, consistent and proportionate way.

Consequences may include:

- a reminder of expectations
- a warning
- time to regulate or reset
- a restorative conversation
- loss of a small amount of social time where appropriate
- completion of work at another time
- repair of harm (e.g. apology or restitution)
- referral to a senior leader
- communication with parents and carers

Consequences will always:

- be fair, reasonable and proportionate
- take account of the child's age, understanding and individual needs
- consider any additional needs, including SEND, wellbeing or safeguarding factors
- support the child to reflect, repair and improve future behaviour
- seek to maintain positive relationships whilst reinforcing clear expectations

Whilst our approach is relational, behaviours such as physical aggression, unsafe behaviour or deliberate harm to others are not acceptable. The expectation that children "keep their hands and feet to themselves" is consistently reinforced.

Where behaviour presents a risk of harm to the child or others, staff will take immediate action to ensure safety and respond in line with the school's safeguarding procedures where appropriate.



Suspension and Permanent Exclusion
The school will always seek to support children through early intervention, positive relationships and appropriate support strategies.

Suspension or permanent exclusion will only be used as a last resort and in line with statutory guidance. The Headteacher may suspend a child for a serious breach, or persistent breaches, of the behaviour policy where allowing the child to remain in school would seriously harm the education, welfare or safety of the child or others.

Permanent exclusion will only be considered in exceptional circumstances.

In making decisions regarding suspension or exclusion, the school will consider:

- the nature and seriousness of the behaviour
- the age and understanding of the child
- any additional needs, including SEND or disability
- any safeguarding concerns, vulnerabilities or wellbeing needs
- the impact on other children and staff
- the support and interventions that have already been implemented where appropriate

Where appropriate, the school will:

- inform parents and carers promptly
  - work with external agencies
  - consider alternative support and intervention strategies
  - put in place support plans to prevent further incidents and support successful reintegration

All decisions will be lawful, reasonable, fair and proportionate.

Restorative Approach
Restorative conversations support children to:

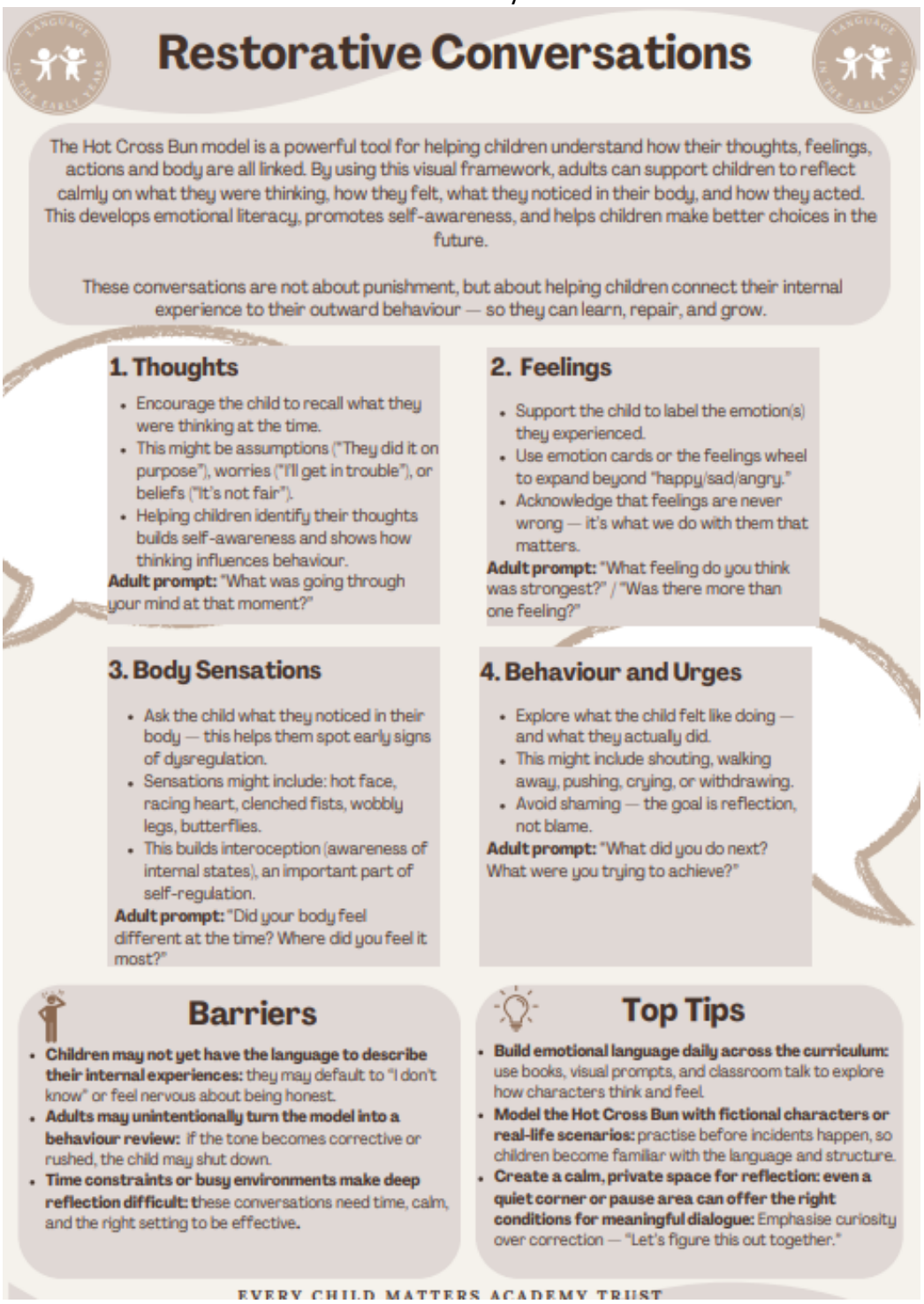
- understand their actions
- reflect on the impact of their behaviour
- repair relationships
- take responsibility for their choices
- make positive decisions moving forward

This reflects the school's commitment to dignity, respect, responsibility and growth.

When a child reaches Step 3 of the behaviour system, or following a dysregulation, it is expected that the staff member and child engage in a restorative conversation. The purpose of this conversation is to help the child understand what happened, consider the impact of their actions and identify how similar situations can be managed more positively in the future.

Restorative conversations follow the school's ‘Hot Cross Bun’ model, which supports children to understand the relationship between thoughts, feelings and behaviours and encourages reflection, accountability and positive change.

Restorative approaches are intended to strengthen relationships, support learning from mistakes and enable children to move forward successfully.



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

Use of Reasonable Force

In some circumstances, and always as a last resort, staff may use reasonable force to prevent a child from:

- causing injury to themselves or others
- committing an offence
- causing serious disruption to learning or school life
- damaging property
- putting themselves or others at risk of harm

Any use of reasonable force will:

- use the minimum amount of force necessary
- be for the shortest time possible
- maintain the safety and dignity of all involved
- never be used as a form of punishment

All incidents involving reasonable force will be recorded and reported to parents and carers.

The school will follow relevant statutory guidance and ensure that any use of reasonable force is lawful, reasonable, proportionate and necessary in the circumstances.

Use of CCTV
Thurgoland CE Primary School has CCTV in operation in key areas of the school to support the safety and security of the school community.

CCTV may be used to:
- support the safeguarding of children and staff
- assist in the investigation of behaviour incidents or safety concerns
- provide clarity where accounts of incidents differ

Any use of CCTV footage will:
- be proportionate and in line with data protection requirements
- be accessed only by authorised staff
- be used appropriately to support safeguarding and behaviour procedures

Where appropriate, information from CCTV may be shared with parents and carers to support understanding of an incident. Where footage includes other children, information will be handled carefully and shared in line with data protection requirements.

Safeguarding and Behaviour
Behaviour and safeguarding are closely linked.

All staff maintain a safeguarding mindset of "it could happen here" and understand that behaviour, presentation, attendance or changes over time may be indicators of underlying need, vulnerability or risk.

The school recognises that behaviour may be an indicator of a safeguarding concern. This may include, but is not limited to:
- child-on-child abuse
- bullying, including cyber-bullying
- sexual harassment or harmful sexual behaviour
- emotional distress or mental health needs
- experiences of trauma, neglect or abuse
- unmet needs, including SEND
- online abuse, harmful online behaviour, misuse of artificial intelligence technologies, AI-generated sexualised imagery, deepfakes or manipulated content

The school also recognises the strong link between attendance, wellbeing, behaviour and safeguarding. Patterns of persistent absence, severe absence, repeated lateness or children missing education will be considered within the wider safeguarding context and responded to appropriately.

All staff understand that safeguarding is everyone's responsibility. Concerns must be shared and fears about sharing information must not delay action.

Where behaviour raises a concern, it will be:

- recorded promptly and accurately using CPOMS in line with school safeguarding procedures
- reviewed by the Designated Safeguarding Lead (DSL)
- monitored through ongoing safeguarding processes, including Inclusion Team meetings where appropriate
- considered alongside any known vulnerabilities, attendance concerns, online safety concerns or safeguarding information
- addressed in line with the school's Safeguarding and Child Protection Policy

Staff will consider whether patterns of behaviour over time may indicate a wider concern and will share this information with the DSL. Child-on-child abuse will never be tolerated or dismissed as banter, part of growing up or harmless behaviour. Where concerns meet the threshold for safeguarding, they must be reported to the DSL without delay.

Where appropriate, the school will:

- work with parents and carers
- involve external agencies
- put in place additional support or intervention
- take safeguarding action where necessary

Some behaviours may require an immediate safeguarding response, including where there is a risk of harm to a child or others. These concerns will always be taken seriously and acted upon without delay.

The school's approach ensures that behaviour is understood in context and that children receive the right support at the right time.

Inclusion and Support

Thurgoland CE Primary School is committed to an inclusive approach where every child is valued as a unique individual and supported to be and become their best self.

We recognise that some children may require additional support with behaviour.
This may include children with:

- special educational needs and disabilities (SEND)
- social, emotional or mental health needs (SEMH)
- communication or interaction needs
- experiences of trauma, neglect or adverse childhood experiences
- safeguarding concerns or vulnerabilities

Staff understand that behaviour may be a form of communication and will consider the underlying needs of the child when responding.

The school's Inclusion Team supports the identification, monitoring and review of children who may require additional support. The Inclusion Team consists of the Designated Safeguarding Lead (DSL), SENCo and Parent Champion. The Headteacher may also attend meetings where appropriate.

The Inclusion Team meets regularly to review behaviour, wellbeing, attendance and safeguarding information and to ensure that children receive the right support at the right time.

The DSL provides safeguarding oversight of behaviour concerns and ensures that behaviour, attendance, wellbeing and safeguarding information are considered within the wider safeguarding context.

Where appropriate, the school will provide:

- reasonable adjustments to support behaviour and learning
- individual behaviour or support plans
- Wellbeing Plans to support emotional regulation and engagement
- targeted pastoral or emotional support
- adaptations to routines, expectations or environment
- support from the SENCo and Inclusion Team
- involvement of external agencies where needed

Where concerns indicate that a child or family may benefit from additional support, the school may initiate or contribute to Early Help (Family Help) processes to ensure timely and coordinated support.
Support will be tailored to the individual child and reviewed regularly to ensure it is effective.
The school is committed to ensuring that all children, including those who are vulnerable, feel safe, included and able to flourish within the school community. High expectations are maintained for all children, with appropriate support and adjustments in place to enable success.

Monitoring and Review
Behaviour is monitored regularly to ensure consistency, effectiveness and alignment with the school's safeguarding and inclusion priorities. Monitoring ensures that the school's approach to behaviour is not only consistent, but responsive to the needs of all children.

Leaders monitor behaviour through:
- behaviour records and incident logs
- CPOMS safeguarding records
- patterns and trends over time
- feedback from staff, children and parents
- observation of behaviour in classrooms and around the school

This monitoring is used to:
- identify patterns or repeated concerns
- identify children who may require additional support
- inform safeguarding responses where appropriate
- evaluate the effectiveness of behaviour strategies and interventions
- ensure consistency in practice across the school

Senior leaders and the Inclusion Team review behaviour information regularly, including through regularly Inclusion Team meetings, to ensure that appropriate support is in place and that no child is overlooked.

The governing body receives information about behaviour, attendance, safeguarding and wellbeing as part of its monitoring role and holds leaders to account for the effectiveness of the school's approach.

This policy will be reviewed annually, or sooner if required, to reflect changes in statutory guidance, safeguarding priorities or school practice.