



EAST SUSSEX COUNTY COUNCIL

'Together in God's love, we learn, inspire and grow'

**'Love the Lord your God with all your heart, with all your soul and with all your mind
and with all your strength' Matthew 22**

St Thomas' Church of England Aided Primary School - Winchelsea

Friars Road, Winchelsea, East Sussex, TN36 4ED Tel: 01797 226479

Behaviour and Discipline Policy

2026-2028

The name of the Headteacher in our school is: Dale Saxby (Headteacher)

The name and contact details of the school staff member that pupils and parents should contact on a day-to-day basis is: Sue Hollands (School Secretary) and Lea Paine (School Business Manager) office@st-thomas-winchelsea.e-sussex.sch.uk
01797 266479

The name of our linked Governor with responsibility for monitoring this policy is:
Jonathan Murphy (Chair of Governors)
jmurphy@st-thomas-winchelsea.e-sussex.sch.uk

The School's Chair of Governors is: Jonathan Murphy (Chair of Governors)
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Approved By	FGB
Staff Consulted	FGB
Ratified by the Governing Board	March 2026
Review Date	Bi-Yearly review

Behaviour and Discipline Policy 2026-2028

1. Aims and Expectations

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- We are a caring Christian community, whose values are built on mutual trust and respect for all.
- The primary aim of the behaviour policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- This policy aims to help children to grow in a safe and secure environment and become positive, responsible, and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- We expect all adults working in the school, including supply and student teachers, to follow this policy consistently.

2. Being Inclusive and Restorative

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The dysregulated behaviours of some vulnerable pupils need to be addressed with an understanding of individual pupil needs.
- Our school has due regard to the Equality Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- All pupils have the right to be educated no matter how challenging their behaviour. Dealing with challenging behaviour often helps us to find ways to improve our systems, processes, and procedures.

3. Staff Code of Conduct: Managing Behaviour

To ensure consistency, fairness, and a safe environment for all, all adults working at St Thomas' must adhere to a strict professional code of conduct when managing pupil behaviour. This protects both the staff and the pupils and ensures compliance with East Sussex County Council expectations.

- **Emotional Regulation and Conduct:** Staff must model the emotional regulation we expect from our pupils. Under no circumstances is it acceptable for a member of staff to shout at, demean, or use intimidating body language towards a child.
- **De-escalation:** Staff will proactively employ de-escalation techniques. Responses to dysregulation must remain calm, objective, and restorative.
- **Professional Boundaries:** Staff must separate the behaviour from the child. Sanctions must be proportionate, positive, behaviour-focused, and respectful of the dignity of the individual pupil. Individuals should not be made scapegoats for the activity of a class or group, and sanctions which are humiliating or degrading must not be used.
- **Consistency:** All staff are required to consistently apply the agreed EYFS/KS1 and KS2 stage-based warning systems and sanctions.

- **Accountability:** Any breach of this code of conduct by a staff member will be viewed as a serious failure to follow school policy and may result in disciplinary action or capability proceedings in line with ESCC HR frameworks.

4. Rewards and Sanctions

Teachers, teaching assistants, and other adults who work or help in school praise and reward children for good behaviour or work in a variety of ways whenever possible:

- Achievement for both good behaviour and work is celebrated in a weekly assembly: 'Gold Book' - Celebration Collective Worship on a Friday.
- Teachers and teaching assistants give children Dojo points, generally for work-related achievements. The child with the most points at the end of the week is announced in Gold Book assembly and chooses a prize.
- Each week, selected children receive gold awards and one child receives the Gold Cup in the school assembly.
- The Headteacher hands out a 'Headteacher's Award' every Friday which rewards behaviours and work.
- Individual classes may use stickers, marbles in a jar, or similar systems to promote whole-class work. Class systems are agreed with the Headteacher at the start of the year.

The school employs limited, proportionate sanctions to ensure a safe and positive learning environment.

Stage	EYFS & KS1	KS2
First instance	Children are warned about inappropriate behaviour verbally.	Children are warned about inappropriate behaviour verbally.
Second instance	Visual warning system is used.	The child receives a minus Dojo point.
Third instance	This results in a structured loss of playtime and/or a change of lunchtime sitting to allow for a restorative conversation.	This results in a structured loss of playtime and/or a change of lunchtime sitting, and the completion of the KS2 Behaviour Reflection Sheet to learn about acceptable alternatives.

- The 'slate' is cleared after every day, giving the child the opportunity for a fresh start.
- If there is a persistent reoccurrence or if another child is deliberately hurt, the pupil is referred to the Assistant Headteacher and/or the Headteacher. If a child has continuing difficulties, the Headteacher and teacher will discuss this with parents and a Behaviour Card with targets will be set up.

- The school does not tolerate bullying of any kind (see separate Anti-Bullying and Friendship Policy).

5. Roles and Responsibilities

The Role of the Class Teacher and Teaching Assistant

- It is the responsibility of the class teacher and teaching assistant to ensure the policy is applied in their class and that children behave responsibly during lesson time and playtime.
- At the beginning of the academic year, class teachers discuss the policy, rewards, and sanctions with their class. In addition, each class has its own class code or rules agreed by the children.
- The class teacher liaises with parents, the Headteacher, SENCO, and external agencies (e.g., TASS or CAMHS) to support the progress of each child.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the policy consistently and to report to governors on its effectiveness.
- The Headteacher supports the staff by setting standards of behaviour and keeps records of all reported serious incidents of misbehaviour and discussions with parents/carers.
- The Headteacher has the responsibility for giving internal or suspensions (fixed-term exclusions) for serious misbehaviour.

The Role of Parents

- We expect parents to support learning and co-operate with the school as set out in the home-school agreement.
- If parents have concerns about how their child has been treated, they should contact the class teacher, then the Headteacher, and finally the governors if unresolved.

The Role of Governors

- The governing body has the responsibility of setting guidelines on standards of discipline and reviewing their effectiveness.
- The Headteacher has the day-to-day authority to implement the policy, but governors may give advice about particular disciplinary issues, which the Headteacher must take into account.

6. Use of Reasonable Force and Physical Intervention

St Thomas' complies entirely with the latest DfE guidance on the 'Use of Reasonable Force' and East Sussex County Council safeguarding protocols.

- All members of school staff have a legal power to use reasonable force in limited circumstances.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, to prevent a criminal offence or from causing disorder.
- Physical intervention should only be used after other less intrusive methods have been attempted or considered.
- 'Reasonable in the circumstances' means using no more force than is needed. Force cannot be used as a punishment. It is always unlawful to use force as a punishment.
- **Unreasonable Measures:** The following actions are strictly prohibited and will be treated as a severe disciplinary and safeguarding breach: any hold that restricts a pupil's breathing, exerting excessive pressure against body joints, sitting on a pupil, lifting a pupil off the floor in order to intimidate, or any form of corporal punishment.
- The use of positive handling should always be fully recorded and reported, and parents must be informed as soon as possible.

7. Power to Search Pupils Without Consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". These include:

- Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, and pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned purely under the school rules.

8. Suspensions and Permanent Exclusions

- The school follows the county procedure based on current DfE statutory guidelines. Only the Headteacher (or the Assistant Headteacher in their absence) has the power to suspend or exclude a pupil.
- If the Headteacher excludes a pupil, parents are informed immediately with reasons.
- The Headteacher informs the Local Authority (LA) about any permanent exclusion and any suspensions beyond five days in any one term.
- The governing body has a discipline committee (3-5 members) to consider appeals.

9. Monitoring and Review

- The Headteacher monitors effectiveness on a regular basis and makes recommendations for improvement to the governing body.
- Behaviour record cards and suspensions are recorded and included in the Headteacher's Report to Governors.
- The governing body reviews this policy every two years, or earlier if government regulations change.

Appendices

- **Appendix A:** The St Thomas' Bystander Code (Don't Join In, Support the Victim, Speak Up, Tell an Adult).
- **Appendix B:** KS2 Behaviour Reflection Sheet.
- **Appendix C:** Individual Behaviour Card.
- **Appendix D:** Pupil "S.T.O.P." Guide (Poster Version).
- **Appendix E:** Parent Newsletter Summary.

Appendices

Appendix A: The St Thomas' Bystander Code

- **Don't Join In:** Don't laugh or encourage the behaviour.
- **Support the Victim:** Walk over and ask if they are okay.
- **Speak Up:** If safe, say, "That's not kind."
- **Tell an Adult:** Helping someone stay safe is the right thing to do.
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Appendix B: KS2 Behaviour Reflection Sheet

(A structured form for pupils to complete during loss of playtime to reflect on their choices and the School Values.)

Appendix C: Individual Behaviour Card

(A daily monitoring card for pupils with continuing behavioural difficulties, featuring targets and parent signatures.)

Appendix D: Pupil "S.T.O.P." Guide (Poster Version)

- **Bullying is:** Someone being mean **Several Times On Purpose**.
- **What to do:** **Start Telling Other People!**

Appendix E: Parent Newsletter Summary

- A one-page guide explaining the rewards/sanctions and the importance of home-school partnership.