



Thriplow Behaviour Curriculum

Vision

In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven. Matthew 5:16

You are the people of God: he loved you and chose you for his own. So then, you must clothe yourselves with kindness. Colossians 3:12

At Thriplow Primary School our vision is to demonstrate God's love by 'clothing ourselves with kindness' and 'shining our light before others'. Every child is encouraged to strive for academic excellence and to make a difference in their own lives, in their families and in the communities we serve.

This policy was ratified:	January 2023
To be reviewed:	Every year
Reviewed:	January 2026
Will be reviewed again:	January 2027

1. Our aims

We aim to ensure that: -

- Children have their physical needs met
- There is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community.
- There is a supportive and friendly atmosphere to enable children to acquire a set of moral values such as honesty, sincerity, trust, mutual respect and tolerance of other religions, race and points of view.
- We recognise that each child is an individual and that we should encourage them to develop their self-esteem, confidence and true feeling of self-worth enabling the development of independence in work and decision-making.
- We provide clear expectations of behaviour to which everyone can aspire.
- Children are able to relate behaviour to choices.
- The children learn to take responsibility for the consequences of their actions.
- We separate the child from the behaviour so that they understand it is the behaviour which needs changing.
- There is an understanding that we all have rights, rules and responsibilities.
- Children are provided with stimulation, challenge and opportunities to use diverse talents.

2. Routines and Expectations

Routines and school rules and expectations will be explicitly taught, modelled and practised with all children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times.

2.1 Classroom Expectations

Our expectations of behaviour in the classroom can be summed up using our acrostic SHINE.

S – Sit up

(Children are asked to adopt a 'scholarly pose' to ensure that they are comfortable and ready for learning. Swinging on chairs is not safe and therefore not allowed and children are reminded that for their own safety, they must have 4 chair legs on the floor at all times).

H – Hands still

(Children are asked to have 'empty hands' unless there is documentation e.g. a SEND Support Plan that allows them to be holding something).

I – In own space

(Children are encouraged to be respectful of the personal space of others).

N – No noise

(When learning, it is essential that children are not distracted by talking. Teaching staff will be clear about when it is an appropriate time to talk in a lesson).

E – Eyes on Speaker

(Children are asked to ensure that they are looking at the person who is talking in the room).

Children are encouraged to go to the toilet at playtimes and lunchtimes. If necessary, they may be allowed to go during lessons but this will not normally be allowed during the teaching (main input) part of the lesson. The school recognises that some children have a medical need that requires them to go more urgently.

2.2 Playground Expectations

At Thriplow School we recognise that playtime is an important time for the wellbeing of children. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. Year 6 play leaders offer daily opportunities for play for younger children.

Pupils are expected to adhere to several playground expectations, which include: -

- Playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of break times and lunchtimes
- Putting litter in the bin provided
- Walking sensibly and silently to the line when the bell rings (two minutes prior to this, 3 short bells will be rung to signal to children that equipment needs to be put away)
- No playing games which involve grabbing or overly physical behaviour

2.3 Dining Hall Expectations

At Thriplow School, we recognise the nutritional, social and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtime.

Pupils are expected to adhere to a number of expectations when they are eating lunch in the dining hall, which include: -

- Lining up sensibly and talking at a moderate volume
- Following instructions given by an adult – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when they're eating: using a knife and fork.
- Only touching their own food
- Tidying up after themselves
- Staying in seats unless instructed
- Going to the toilet before coming into the lunch hall to avoid needing to go out during lunch
- Facing forwards at the tables

2.4 Corridor Expectations

Children are expected to move around the school calmly and quietly. Adults are expected to model this to children.

Expectations for walking in the corridor include: -

- Smiling at people as you pass!
- Only using one hand on the rail as you go up the stairs
- Walking silently. Our corridors are 'Quiet Corridors'.
- Standing aside for an adult

Our expectations of behaviour in the corridor can be summed up using our adapted version of our acrostic SHINE.

S – Stand up straight

H – Hands by side

I – In own space

N – No noise

E – Eyes on Speaker

2.5 Collective Worship Expectations

Collective Worship time provides an opportunity to reinforce the ethos, values and vision of Thriplow School and for the children to reflect, worship and pray. The school community typically gathers as a whole 4 times a week and in Key Stages once a week.

Pupils are expected to adhere to a number of Collective Worship expectations, which include: -

- Not talking at any point, from the moment they enter the hall until they leave the hall (unless instructed or invited)
- Sitting still and keeping hands to themselves
- Showing respect and reverence during worship and prayer
- Joining in with singing
- Celebrating the success of others through appropriate applause
- Not making inappropriate eye contact with others
- Facing forwards
- Not going to the toilet (unless there is a reason e.g. a medical need)

2.6 School trip/Local Community Expectations

Pupils are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations when they are off-site which include: -

- Showing respect and good manners to members of the public, teaching staff, parents, volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Using appropriate voices
- Staying safe and keeping close to the children in front when walking in a line

- Listening carefully to instructions on how to travel safely on whichever mode of transport is being utilised
- Taking care of one another and sticking with their group/partner

2.7 Uniform Expectations

See Appendix 2

Appendix 3 outlines wording to send to parents when children do not adhere to uniform expectations.

3. Roles and Responsibilities

It remains the overall responsibility of the Headteacher and the senior leadership team to ensure that high standards of discipline are maintained on a daily basis. However, we recognise the responsibility of every person – adult and child - in promoting and maintaining high standards of behaviour at all times.

3.1 The Headteacher and Senior Leadership Team will: -

- Nurture the health, safety and welfare of all staff and children
- Lead by example in the implementation of the behaviour policy, reinforcing the need for consistency throughout the school.
- Monitor that the behaviour policy is being implemented consistently throughout the school
- Report to governors regarding the effectiveness of the behaviour policy
- Be a positive role model
- Praise and encourage positive behaviour
- Support staff in dealing with disruptive or dangerous pupil behaviour (see Appendix 1)
- Investigate and action significant behaviour incidents, updating CPOMS
- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour
- Review the behaviour policy on an annual basis

3.2 All teaching staff (teachers and TAs) will: -

- Explicitly teach the rules and routines to the children
- Make sure they are always present to supervise children in the classroom/playground
- Be positive role models – using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for children to lose focus or misbehave
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Celebrate children's success through selecting weekly certificate winners (I Shone My Light) and names to go on the 'values' tree.

- Use the consequence chart consistently to address difficult, disruptive and dangerous behaviour
- Work closely with lunchtime supervisors to promote good behaviour over lunchtime
- Work in partnership with SLT/SENDCO to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all significant behaviour incidents using Bromcom and inform a member of SLT.
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

3.3 All lunchtime supervisors will: -

- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Use children's names when addressing them
- Think positively and identify good behaviour
- Insist the children line up quickly and quietly and follow the bell rules at the end of lunchtime
- Communicate behavioural successes and concerns with the child's class teacher
- Use the consequence chart consistently to address difficult, disruptive and dangerous behaviour
- Report all dangerous behaviour to a member of SLT and record this as a significant behaviour incident on Bromcom.

3.4 Children will: -

- Follow the school rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept consequences and be willing to be reflective, with a view to making good choices in the future
- Pupils in Year 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. The Year 6 roles are considered to be reflective of the positive attitudes and standard to which all pupils should aspire.

3.5 Parents will: -

- Support the school's behaviour policy
- Work in close partnership with the school, discussing problems that may arise, as soon as possible with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend parents' consultations
- Discuss the school rules, routines and expectations with their child, emphasising their support of them and assisting when possible with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place.
- Remember that all staff approach behavioural incidents patiently and positively

4. Staff Code of Conduct

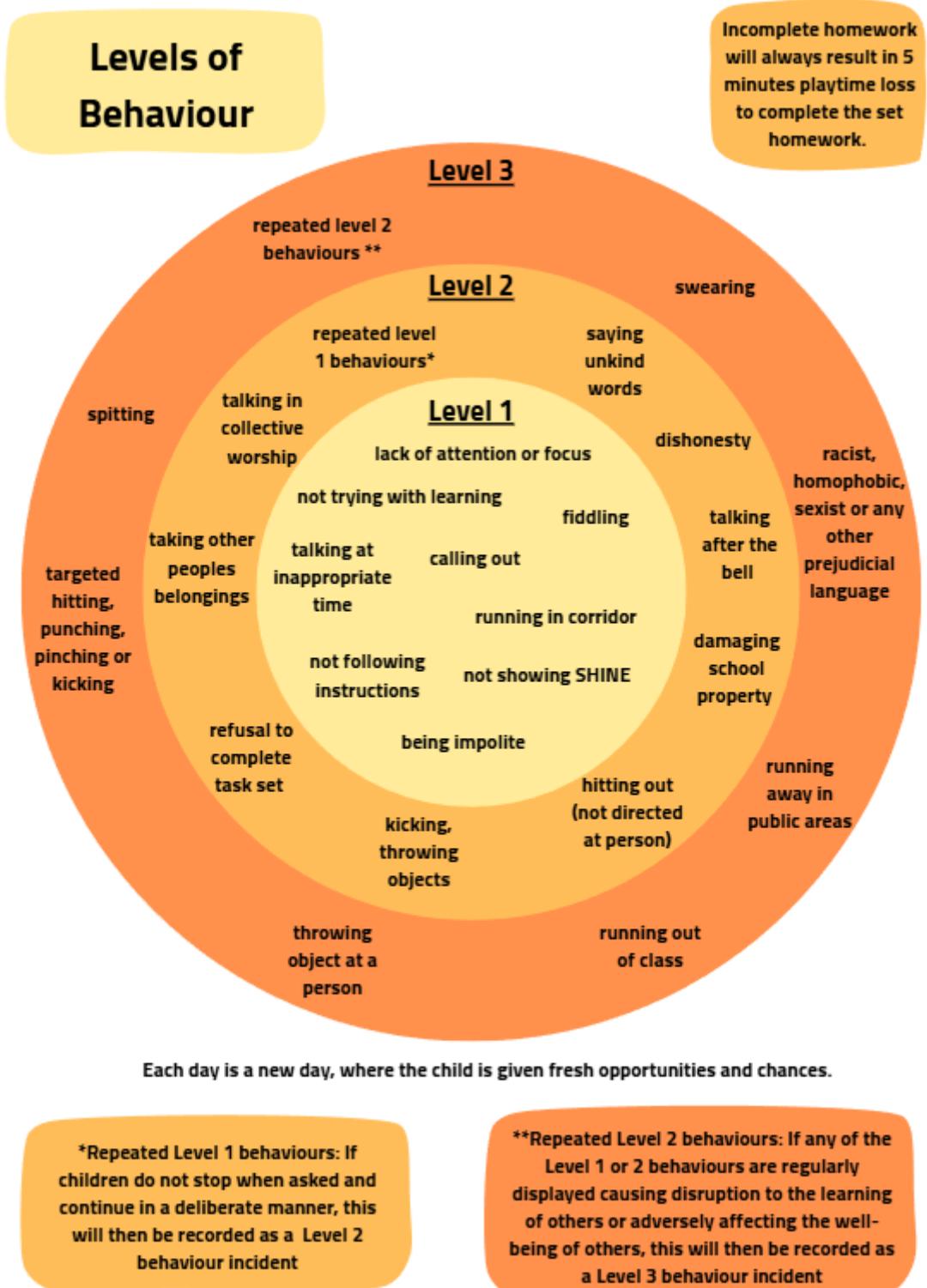
The Staff Code of Conduct has been shared with all those working within our school community. The document details the staff code of conduct and gives further guidance on the roles and

responsibilities of staff members.

5. Classifying Behaviour

Poor behaviour can be classified into three main categories: Level 1, Level 2 and Level 3.

The school recognises that there are some 'grey areas' when managing behaviour expectations. Members of staff will take into account the needs of individual children where necessary. In cases where a member of staff is unsure how to classify behaviour and therefore which consequences to put in place, a member of SLT will advise.



6. Rewarding Good behaviour

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Thriplow will seek to encourage and reward positive behaviour, good work or demonstration of Thriplow and DEMAT values in different ways which may include: -

- Positive feedback to individuals or groups
- Stickers
- Emails or phone calls home to parents
- Use of house points
- Being sent to the Headteacher to show work/share a success
- Being awarded a Headteacher Award
- In-class reward systems e.g. cumulative class rewards (marbles, pasta etc)
- Teacher awards/treats
- 'I Shone my Light' certificates
- Leaves on the 'Values Tree'
- Positivity books to share with home (e.g. Wow books, Smiley books) for certain children

7. Consequences

Every consequence will be based on the level of risk to the child and others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. Consequences will be clear and predictable.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to address the behaviour and not the child
- Feedback to be delivered in a calm and professional manner
- Feedback should include why the behaviour was unacceptable, and what improvements the teacher/TA/MDS requires from the child
- Sanctions should be proportionate to the behaviour

Tiered consequences allow staff to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children, a reminder and warning is enough to encourage them to do this. However, at times, when children may be exhibiting a range of undesirable behaviours, it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit sanctions when children lose focus or engage in difficult behaviour.

Behaviour Consequences

Any Level 1 behaviour resulting in reflection or behaviour categorised as Level 2 or Level 3 will be recorded on Bromcom.



If a child attends reflection regularly within a 1-2 week period parents will be notified via email by SLT. They will be invited to attend a meeting with class teachers to work together to support the child with improving their behaviour.

Parents will be notified via face to face conversation, phonecall or email if their child has attended reflection. Staff will always endeavour to have this conversation in person (where possible).

Each day is a new day, where the child is given fresh opportunities and chances.

9. Restorative Conversations

Once a child has received a consequence, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness.

Restorative feedback may involve the following questions being asked:

- What happened?
- Which school rule was broken?
- What were you thinking at the time?
- How were you feeling at the time?
- What do you think now?
- How do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

10. Additional support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school recognises that some children will find it more difficult to sit within the behaviour expectations laid out in the policy.

The Headteacher and SENDCO will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. If a SEND child is not meeting behaviour expectations, reasonable adjustments will be made to help them to sit within the expectations.

In conjunction with the class teacher, they will formulate an Individual Behaviour Plan (Appendix 1) for the pupil if challenging behaviour persists.

The school recognises that for a small number of children, some expectations laid out in the policy are difficult to achieve, and in some cases extremely difficult. Support will be given to these children and families to make small steps to improve behaviour both for the sake of the individual and for those playing and learning around them.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

The school recognises that pupils who have additional behaviour needs might not have additional SEND needs. Equally, SEND pupils do not necessarily have behaviour needs. Any behaviour need should be carefully assessed by the headteacher and SENDCO and where necessary, outside experts.

11. EYFS

The school recognises that children in Reception will need to be taught the behaviour expectations in a thorough and repeated way and that, for a period of time, these expectations will be on their way to being embedded, but not fully embedded. During this time, all staff will be responsible for reminding Reception children of the expectations. Consequences may be used to aid the teaching of behaviour expectations at the discretion of the teacher in Reception with support of the Headteacher.

There is an expectation that by Christmas, the behaviour expectations will be fully embedded and consequences put in place in line with school policy.

11. Bullying

Bullying is defined as the repetitive harming of one person by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our anti-bullying policy.

12. Monitoring Arrangements

All staff record disruptive or dangerous incidents of misbehaviour on Bromcom. The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the SLT.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13. Physical Contact

The term Physical contact is used to describe the use of touch for many purposes in numerous different contexts. This is a controversial and complex area.

The Children Act 1989 makes it clear that the paramount consideration in any decision should be in the best interest of the child concerned. Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not.

Sections 93 Education and Inspections Act 2006 states that members of staff have the power to use reasonable force for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

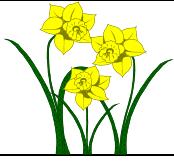
- (a) Committing any offence,
- (b) Causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

The power conferred may be exercised only where—

- (a) The member of the staff and the pupil are on the premises of the school in question, or
- (b) They are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

APPENDIX 1 – INDIVIDUAL BEHAVIOUR PLAN

Individual Behaviour Plan		
Child's name	Date of plan	Review Date
Behaviour to reduce	Possible Triggers for Behaviour	
Prevention Staff will:	If an incident occurs Staff will:	
If an incident occurs The child will:	Parents views/comments:	

APPENDIX 2 – Uniform Expectations

Expectations for uniform at Thriplow Primary School: *This document has been compiled in consultation with staff, children and parents.*

Everyday school uniform

Years 1-5:

- Yellow polo-shirt. This is available with the school logo embroidered but this is **not essential**.
- Black or grey shorts/trousers/pinafore or skirt.
- Royal blue sweatshirt/cardigan/fleece. This is available with the school logo embroidered but this is **not essential**.
- Black school shoes/black trainers (please no obvious logos). No boots.
- Children are free to wear their own choice of socks, tights or leggings with their shorts/trousers/pinafore or skirt.
- Summer: Blue or yellow gingham dresses may be worn.

Year 6:

- White polo-shirt or shirt.
- Black or grey shorts/trousers/pinafore or skirt.
- Dark green sweatshirt/cardigan/fleece. This is available with the school logo embroidered but this is **not essential**.
- Black school shoes/black trainers (please no obvious logos). No boots.
- Children are free to wear their own choice of socks, tights or leggings with their shorts/trousers/pinafore or skirt.
- Summer: Dark green gingham dresses may be worn.

Reception:

- Yellow polo-shirt. This is available with the school logo embroidered but this is **not essential**.
- Blue jogging bottoms.
- Royal blue sweatshirt/cardigan/fleece. This is available with the school logo embroidered but this is **not essential**.
- Black school shoes/ black trainers (please no obvious logos). No boots. Please no laces (velcro preferred)
- Black Indoor shoes (these could be plimsolls) to stay in school.
- Children are free to wear their own choice of socks with their jogging bottoms.
- Summer: Blue or black shorts may be worn.

Important things to note (for all):

- Long hair must be tied back and off the face – this applies to both boys and girls.
- Jewellery is limited to stud earrings, watches (no smart watches) and any jewellery worn for religious reasons.
- No nail varnish
- No visible tattoos
- No distracting hair accessories.
- No make-up.

P.E. Kit

All children:

- House coloured t-shirt. These are available with house name and school logo from the uniform shop. A plain coloured t-shirt in your child's house colour is acceptable.
- Blue (royal blue or navy) or black plain shorts and jogging bottoms. No logos please.
- School sweatshirt/cardigan/fleece.
- Trainers (preferably dark-coloured). Please no obvious logos.
- Jewellery must be removed for P.E. If earrings cannot be removed, please provide micropore tape for your child to cover them.

Wildspace

Children in Reception, Year 1 and Year 2 have regular sessions in the Wildspace. Below is guidance for what children need to wear. This varies depending on the weather.

Sunny/warm weather

- Waterproof trousers **OR** bib and brace overalls (preferable)
- Sun hat

Colder weather

- 'All in one' waterproof suit **OR** 'bib and brace overalls and jacket (preferable)

Very cold weather

The items above need to be padded out with fleecy tops/leggings/thermals etc.

APPENDIX 3 – letters regarding incorrect uniform

Earrings:

Dear Parent

It has been noted by your child's teacher that they are wearing earrings that are not safe for school. Please ensure that your child adheres to the uniform policy and only wears stud earrings.

Many thanks

Mrs How

Hair:

Dear Parent,

It has been noted by your child's teacher that their hair has not been tied back in a way that is safe for school. Please ensure, in line with our policy, that your child's hair is tied back and clear of their face.

Many thanks

Mrs How

Clothing:

Dear Parent,

It has been noted by your child's teacher that your child is not adhering to the school uniform policy [give details]. Please ensure that you and your child have read the attached expectations carefully. You are very welcome to come and talk to either me or your child's teacher if you have any concerns about the uniform expectations.

Many thanks

Mrs How

Policy dated: January 2026