Where Learning Blossoms

Thorney Close Primary School

Behaviour Policy

Person responsible for this policy:	Mrs N. Leyland
Governor with responsibility for this policy:	Full Governing Body
Date of last review:	October 2025
Ratified by:	Full Governing Body
Due date of next review:	October 2026



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Policy Review

The Behaviour Policy will be reviewed annually (or sooner in the event of revised legislation, guidance or working practices)

Review Date	Changes Made
February 2020	New Behaviour Policy written – Mrs N. Leyland
April 2020	Appendix 3 addition – Covid guidance
November 2021	Amendments to Appendix 3 – Covid Guidance
November 2022	Amended intent statement
	Updated legislation
November 2023	Physical restraint training update
	Removal of Appendix 3 – Covid Guidance
	Amendments to progressive sanctions

Links to Other School Policies

This policy must be read in conjunction with other related policies, procedures and guidance documents in school (detailed below).

Policy, Procedures and Guidance Name
Child Protection and Safeguarding Policy
Anti-bullying Policy
Use of Reasonable Force Policy
The Behaviour Blue Print
Grievance Policy and Procedures

Aims and Rationale

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people within the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Statement of intent

Thorney Close Primary School is an inclusive school that meets the needs of a range of pupils; this includes those with complex family backgrounds as well as those with a range of special needs. At Thorney Close Primary School, we aim to be a school where pupils can feel safe as well as learn to be confident and happy.

We are committed to:

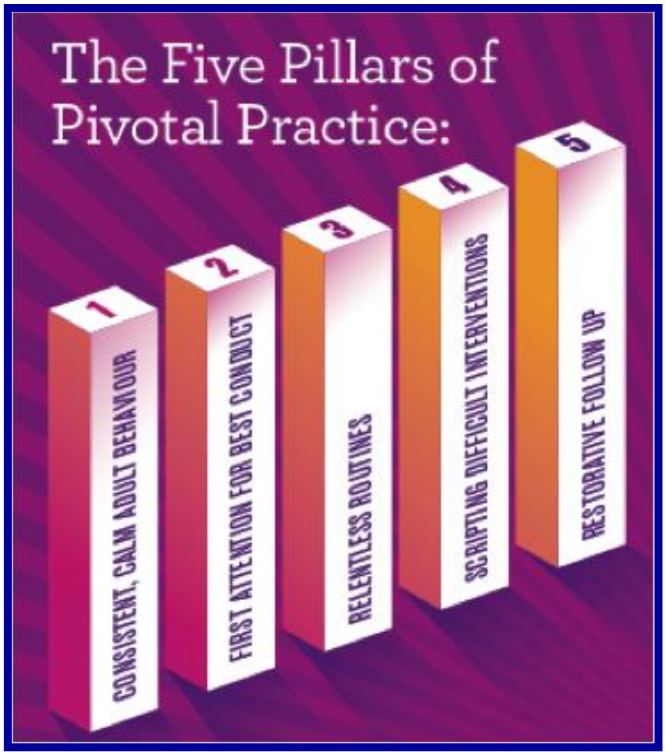
- Promoting self-esteem, self-discipline and positive relationships based upon mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging misbehaviour
- Providing a safe environment free from disruption, discrimination and bullying
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- Promoting a culture of praise and encouragement in which all pupils can achieve

Some pupils need help to manage and articulate their emotions and it is those pupils who often find it most difficult to conform to school rules and the expectation of 'good behaviour'. However, we realise they too need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour. At Thorney Close Primary School, we have based our policy on an overwhelmingly positive approach towards managing behaviour.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create an environment in which positive mental health and well being are promoted and pupils are taught to be resilient. The school's Social, Emotional and Mental Health policy outlines the specific procedures that will be used to support pupils with SEMH- related difficulties that could affect their behaviour

The success of our policy will not be tested by the absence of problems, but the way in which we deal with them.

Our policy towards behaviour is underpinned by the 5 pillars of the Pivotal Behaviour System below.



Legislation and Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations
- Equality Act 2010
- DFE (2013) Use of reasonable force
- DfE (2018) Mental Health and Behaviour in Schools
- DfE (2021) Sexual Violence and sexual harassment between children in schools and colleges
- DFE (2022) Behaviour in Schools: Advice for Head teachers and school staff
- DfE (2022) Keeping children safe in education 2022
- DfE (2022) Searching, Screening and Confiscation: Advice for schools
- DFE (2022) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education Regulations 2014; where paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which also requires the school to have an anti-bullying strategy.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class work or homework
- Poor attitude including rudeness to adults and swearing
- Verbal and physical aggression
- Refusal
- Leaving a defined area without permission

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault (defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, gender phobic or discriminatory behaviour
- Violence
- Absconding from the school site
- Possession of any of prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

This is presented to the pupils as:

Several

Times

On

Purpose

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours or teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to the prevention of, and addressing of, bullying is set out in our Anti-bullying Policy.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Head teacher is responsible for reviewing and approving this behaviour policy. The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. In addition, they will monitor how staff implement this policy to ensure both rewards and sanctions are actioned consistently.

The Mental Health Lead

The Mental Head Lead will be responsible for overseeing the whole school approach to mental health, including how it is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties and how the school engages pupils and parents.

The SENDCO

The SENDCO will be responsible for the successful operation of the behaviour policy and support children with SEND, in line with the Schools SEND policy. They will support teachers in supporting pupils.

The Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents, using CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

The Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

School Rules

At Thorney Close Primary School, pupils are expected to:

- Be ready
- Be respectful
- Be safe

Rewards and Sanctions

List of rewards and sanctions:

Positive Behaviour

The positive behaviour of our pupils will be rewarded with:

- Praise
- Stickers
- Smiley face recognition displayed on the board linked to Class Dojo
- Personalised recognition with a wristband
- Team Points and a dip in the treasure chest
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- 'Star of the Week' awards
- Awards and recognition in the Thorney Times for Attendance, Times Table Rockstars, Reading Plus and Personal Achievement

Progressive Sanctions

The school may use one or more of the following progressive sanctions in response to unacceptable behaviour:

- A brief verbal reminder of acceptable behaviour
- A restorative conversation with the class teacher and child about any issues displayed
- A phone call to parents from the class teacher
- A referral to the Phase Leader
- Referral to the Deputy Head teacher
- Putting a child on a behaviour report, identifying targets for success and meeting with parents/carers weekly (STAR report for pupils with additional needs)
- Referral to the Head teacher
- Referral to behaviour support services and/or Early Help

We may use internal exclusions in response to serious or persistent breaches of this policy. At this time, the child will be expected to complete the same work as they would in their own class.

Fixed Term Exclusion

The formal exclusion of a pupil as a temporary or permanent measure is the strongest sanction available and one that will never be used without considerable thought. School should provide our pupils with an environment in which they can develop as valued members of society and that environment must be harmonious, safe, and calm and ordered. The sanction of exclusion will only be used when a pupil threatens to seriously disrupt the learning environment. The

serious nature of exclusion means that it should act as a deterrent to those pupils who do not meet the standards of behaviour expected in school.

A pupil can be excluded from the school for a maximum of 45 days in any one school year. Parents will be expected to attend a meeting at the school, usually with the Head teacher, on the day of the pupil being readmitted. Where possible, work will be set for pupils to complete at home during the exclusion period. Any pupil considered to be at risk of permanent exclusion will be referred to the SLT, who will review support strategies, including initiating the Early Help process which parents will be invited to contribute to.

Managed Move

In extreme circumstances, the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and providing pupils whose behaviour has either been repeatedly below expectation or has been extreme with a fresh start. A Managed Move is dependent on another local school agreeing to take the pupil and a place is usually offered on a six week or twelve week trial basis before the pupil is formally taken on to the roll of the new school. During that period, both schools work together to monitor behaviour and progress to ensure that the move is successful. Any move of this nature will be managed through the Local Authority.

Permanent Exclusions

This is the most severe sanction available to a school. Reserved for the most serious or repeated breaches of discipline, (for example, where the Headteacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment), it is very rarely used at Thorney Close Primary School. Parents have the right to appeal against the Head teacher`s decision to permanently exclude a child with a panel of Governing Body members. Work will be set for the excluded pupil until the appeal has been heard.

Appeals

Parents have the right to appeal to the Governing Body at all stages of exclusion from school. The Governing Body has the power to reinstate a pupil who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the Governing Body and to the LA. If the pupil is excluded permanently, parents have a formal right of appeal to an appeals committee.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This also includes any out of school hours incident involving the school site, or if the child is wearing school uniform. The school may also apply sanctions for behaviour out of school hours where another pupil from the school is involved and/or where the incident causes an issue within school, e.g. cyber-bullying.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Grievance Policy and Procedures for more information on responding to allegations of abuse. The Headteacher will also consider the emotional needs of staff accused of misconduct.

Behaviour Management

Classroom Management

Both teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules – Be Ready, Be Respectful, Be Safe
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Being consistent when dealing with behavioural issues
  - Being calm when dealing with behavioural issues
  - Coming down to the child level, remembering to give the child personal space when speaking
  - Not addressing issues publically
  - Building in time, when needed, for a restorative follow up
  - Concluding the day positively and starting the next day afresh

Physical Restraint

In some circumstances, staff may use reasonable force (read alongside the Use of Reasonable Force Policy) to restrain a pupil to prevent them from:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- 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
- Be recorded in CPOMS and reported to parents

The Senior Leadership Team, plus seven other members of staff have been trained in Team Teach techniques, the latest training took place in October 2023

Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents after a discussion between staff and parents, if appropriate. The searching and screening of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist agencies, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external

agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools, e.g. secondary school.

Staff Induction, Development and Support

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of Continued Professional Development. Most members of staff have been trained in Team Teach techniques, which also forms part of Continuing Professional Development.
All staff have accessed Pivotal Behaviour training. The Head teacher and Deputy Head teacher are Level 2 Pivotal trainers.
The SLT will review staff training needs annually.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher, Behaviour Lead and full Governing Body every year. At each review, the policy will be approved by the Governing Body.

Appendix 1

Behaviour Blue Print - Staff

At Thorney Close Primary School, we consistently look for positive behaviours. We respond to pupils with calmness and non-judgemental kindness and have clear shared boundaries.

Visible adult consistencies	Rules	At Thorney Close Primary School, we look for pupils who go OVER AND ABOVE in these areas:
1. First attention to best conduct 2. Relentless routines 3. Calm communication	Be: 1. Ready 2. Respectful 3. Safe	1. Learning 2. Kindness 3. Respect

At Thorney Close Primary School, we are ready to learn, respectful of each other and safe at all times.

Stepped Sanctions	Script	Restorative Questions
1. Reminder, e.g. 'Do you need help? Is everything OK?' 2. Caution such as 'Think carefully about your next choice.' 3. Script 4. Restorative conversation after calm down time	1. I have noticed that….. (refer to rules not being followed) 2. At school we …. (3 rules) 3. Because of that I need you to…. (the choice) 4. Remember that time when…..(frame the positive behaviour) you were brilliant.	1. What happened? 2. What was it like before? 3. Who has been affected? 4. What do we need to do differently next time? 5. Offer a solution. 6. Are you happy with the outcome?

Appendix 2

Behaviour Blue Print – Pupils

At Thorney Close Primary School, we consistently look for positive behaviours, we respond to pupils with calmness and non-judgemental kindness and have clear shared boundaries.

What you will see the adults do:	What we expect from all of our pupils:	At Thorney Close Primary School, we look for pupils who go OVER AND ABOVE in these areas:
1. Pay first attention to best conduct 2. Have relentless routines 3. Be calm	Be: 1.Ready 2.Respectful 3.Safe	1. Learning 2. Kindness 3. Respect

At Thorney Close Primary School, we are ready to learn, respectful of each other and safe at all times.