

# Thornton Primary School

## Behaviour Policy

2024-2025

Approved by the Governing Body in  
September 2024

Mr Amjid Ali  
(Chair of Governors)

Date of next review: September 2025

# Behaviour Policy

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## Behaviour Policy

UN Rights of the Child Article 28 says that

*“State Parties recognise the right of children to education” and “should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity.”*

This policy is based on rights: the right to teach and learn, the right to be respected and the right to be safe.

### **1. Aims of the Policy**

Thornton Primary School believes that all pupils must feel safe and valued in order to thrive. The role of **every member of our school community** is to fully support this through developing and strengthening **trusting, respectful relationships**.

Our approach to positive behaviour reflects our beliefs and allows:

- ✓ A calm, purposeful and happy learning environment
- ✓ All pupils to make the best possible progress in all aspects of their school life and work
- ✓ Positive, caring attitudes to flourish
- ✓ All achievements to be acknowledged and valued
- ✓ Increasing independence and self-discipline
- ✓ Acceptance of own behaviour and ability to make appropriate choices
- ✓ All pupils to prepare positively for life in modern Britain
- ✓ A consistent approach to positive behaviour with shared responsibility and communication

We recognise that instilling positive behaviour is reliant on effective communication and shared responsibility between all members of the school community: this includes, staff, pupils, parents/carers and governors.

### **2. Positive Behaviour Expectations & Values**

Thornton Primary School staff have been trained in the Pivotal Education approach to behaviour management which has a focus on prevention. It has five pillars that underpin three key expectations.

The **3 key behavioural expectations** can be applied to every situation to ensure high standards of social behaviour at all times. They are purposely simple to ensure all stakeholders (pupils, parents/carers and staff) can remember our three clear expectations and apply them consistently and routinely.

Our school expectations are that everyone should be:

- **Ready**
- **Respectful**
- **Safe**

The five pillars that support our expectations are:

- **Consistent, calm adult behaviour**, where we do not shout and routinely use PIPs and RIPs  
PIPs – Praise In Public  
RIPs – Reprimand In Private
- **First attention to best conduct**, where achievement or exceeding of expectations are recognised and celebrated

- **Relentless routines**, which model our visible consistencies and show ‘The Thornton Way’, e.g. raised arm for attention, instructional routine through the chunking of tasks
- **Scripted Interventions**, which support difficult conversations and provide a controlled measured response rather than a disproportionate response
- **Restorative follow up**, which involves a conversation between the pupil and the class teacher/staff member involved with the incident

Our core values, which serve as our cultural cornerstones, are demonstrated through our words and actions:

**Equality**  
**Aspiration**  
**Resilience**  
**Teamwork**  
**Honesty**

Our expectations and values are displayed in classrooms and around school, and staff routinely refer to them in their interactions with pupils. Teachers will work with children at the beginning of the school year to discuss in detail why and how our expectations and core values make our school a safe, happy and successful learning environment.

### **3. Strategies and Systems for Promoting Positive Behaviour**

All staff continuously pursue respectful, positive relationships with all pupils and focus on creating a culture within their classroom and outside the classroom where positive behaviours are recognised and actively celebrated: part of our school ethos is ‘**first attention to best conduct**’!

Thornton Primary School relentlessly teaches positive behaviour expectations and these are reinforced through:

- Staff developing strong, positive relationships with all children
- Staff modelling, through their interactions and conduct, consistently high expectations
- Clear and consistent routines within the classroom and around school
- Supporting children to learn from their mistakes
- Focussing on expected behaviour when reflecting on inappropriate behaviour choices
- Assemblies
- PSHE
- Focus extra-curricular days/weeks, e.g. anti-bullying week

Ultimately, we want children to develop intrinsic motivation to do the right thing. However, most children need some degree of extrinsic motivation whilst their capacity for intrinsic motivation develops.

#### **3.1 Class Charter**

Teachers start the academic year mutually agreeing a class charter with their pupils by:

- Discussing the need for shared behaviour expectations and listening to all suggestions
- Helping pupils rephrase statements in a positive way if necessary
- Producing a manageable set of guidelines which make a happy learning environment
- Displaying the class charter in a prominent place in the classroom for all to see and refer to
- Remembering to recognise pupils who maintain the class charter

### 3.2 Rewards

We persistently recognise the importance of noticing best conduct first and we encourage positive language to be used by the whole school community at all times. We celebrate successes in a variety of ways:

- Recognition Boards are used in every classroom to display our behaviour expectations and our frequently changing focus learning attitude for the class. This collective, verbal praise approach to all pupils being successful in achieving a common goal reinforces positive collaboration to benefit all. Under no circumstances should a pupil be removed from the recognition board once they have achieved that learning attitude.
- Pupils going above and beyond are recognised using praise postcards posted home and positive telephone calls home.
- Stickers, stamps and certificates are also given out by class teachers to celebrate immediate successes in the classroom.
- Awarding tokens that can be donated by pupils to one of the three nominated charities chosen by the pupils through a democratic vote annually. These tokens are then transformed, proportionally, into monetary donations to the charities following school fundraising events.

We believe that by building strong, mutually respectful relationships with children, staff can identify success for individuals and celebrate in ways that are appropriate for them.

### 3.3 Sanctions

The promotion of a safe, positive learning environment should pre-empt the vast majority of unacceptable behaviour. However, consistently applied intervention is required when children demonstrate unacceptable behaviour. Thornton Primary School's approach to intervention for unacceptable behaviour is summarised using the flow charts in Appendix A and Appendix B. These are used 'during teaching time and play time' and 'during lunchtime'.

Occasionally, when pupils make poor choices and display unacceptable behaviour that does not meet our expectations, they will be asked to undertake some reflection. This may be followed by a restorative conversation, either during or at the end of the session, and can sometimes necessitate intervention by the Head of Year if the concern is great enough.

Staff are provided with scripts to use and receive training on how to facilitate restorative conversations with pupils to rebuild relationships if they should begin to break down (see Appendix C). Pupils are encouraged to understand how their behaviour impacts on themselves and others and how they can make positive changes in the future.

SLT and parental involvement occurs when inappropriate behaviours persist or an event is such that there is significant concern, such as:

- A violent act towards any member of the school community
- Verbal abuse (swearing, shouting aggressively, etc.) towards a member of staff
- Homophobia
- Racial hatred (all racist incidents are recorded on CPOMS for reporting purposes)
- Vandalism
- Bullying (see Anti-bullying Policy)

Sanctions exist to deter unacceptable behaviour by having consistent consequences and to educate the child about positive behaviour choices. Sanctions should be proportionate and related to the behaviour, and must occur on the same day as the unacceptable behaviour wherever possible.

Due consideration is given to pupils' additional needs, and other internal or external factors that are influencing their unacceptable behaviour. Any adjustments made for a pupil are discussed and agreed upon in advance with relevant staff, e.g. SENDCo, Head of Year, SLT.

#### **4. Pupil Behaviour outside the classroom**

All staff are expected to consistently apply the behaviour policy, and this includes lunchtime supervisors, kitchen staff and before and after school club staff as well as administration and site staff.

##### **4.1 Lunchtimes**

In order to maintain a consistent approach to behaviour at lunchtime, the flowchart in Appendix B summarises the procedure for dealing with any unacceptable behaviour. By having this consistent approach across the school day, we minimise any negative impact on learning. All staff have training on recognising best behaviour first to promote the school's expectations.

Any unacceptable behaviour incidents are logged by the relevant member of staff and passed onto the Pastoral Manager or Senior Lunchtime Supervisor for recording on CPOMS as necessary. Lunchtime Supervisors are assigned to a class in Year 3 or 4 for the first part of their duty and a class in Year 5 or 6 for the second part of their duty. They will communicate directly with class teachers at the end of the lunchtime session about any unacceptable behaviour incidents, and class teachers will then discuss any concerns with parents/carers at the end of the school day as necessary.

##### **4.2 Online behaviour**

The school takes its responsibility to set high expectations for pupil behaviour, including outside of school, very seriously. If unacceptable behaviour outside school, including online behaviour, is reported to a member of staff, they should inform a member of SLT and record their concerns on CPOMS. If a child's behaviour outside school is impacting on behaviour and relationships in school, or is bringing the school into disrepute, sanctions will be applied as necessary and parents will be contacted. If appropriate, outside agencies will be involved.

##### **4.3 Severe behaviour incidents – fixed period / permanent exclusions**

Exclusions are a last resort after we have tried all avenues to improve a child's behaviour, or if there is a one-off serious incident inside or outside school. Only the Headteacher can decide whether to exclude a pupil, for a fixed period or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community. The school follows the Department for Education Statutory Guidance for Exclusions which can be located on their website <https://www.gov.uk/government/publications/school-exclusion> :

Depending on the type of exclusion, in most cases parents have the right to make representations to the Governing Body. In all cases of permanent exclusion parents have the right to appeal to an independent appeal panel. Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

**Parents are expected to attend a reintegration meeting following any fixed period exclusion from primary school.**

**5. Promoting good attendance and punctuality**

The school target for attendance is 97%. Good attendance and punctuality are proven to have a positive impact on learning. Being at school, and on time, is a behaviour that can improve learning outcomes for many pupils, especially those with Special Educational Needs and Disabilities. We analyse attendance data weekly for vulnerable groups, e.g. disadvantaged pupils (those eligible for the pupil premium); those with SEND; and looked after children, and we respond proactively to any identified trends that may have a negative impact on learning.

Please see the Attendance Policy for full information on rewards and incentives for good attendance.

**6. Monitoring and evaluating the policy**

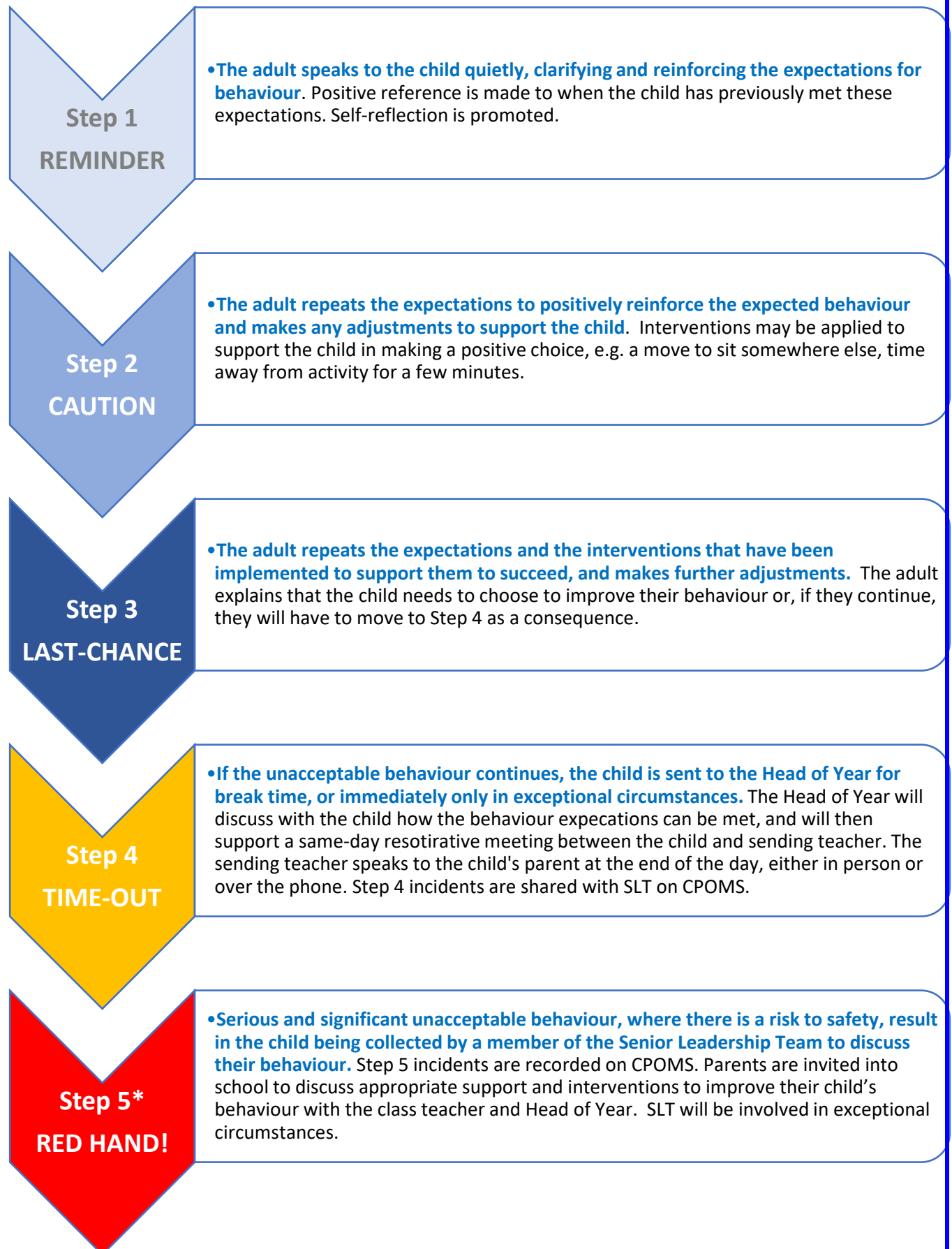
This policy will be regularly monitored and reviewed in line with the schedule agreed by the Governing Body.

During learning walks, in classroom observations, observations of pupils at lunchtimes and pupil voice will also be undertaken regularly in line with the school monitoring and evaluation cycle (see the School Improvement Plan).

7. Appendices

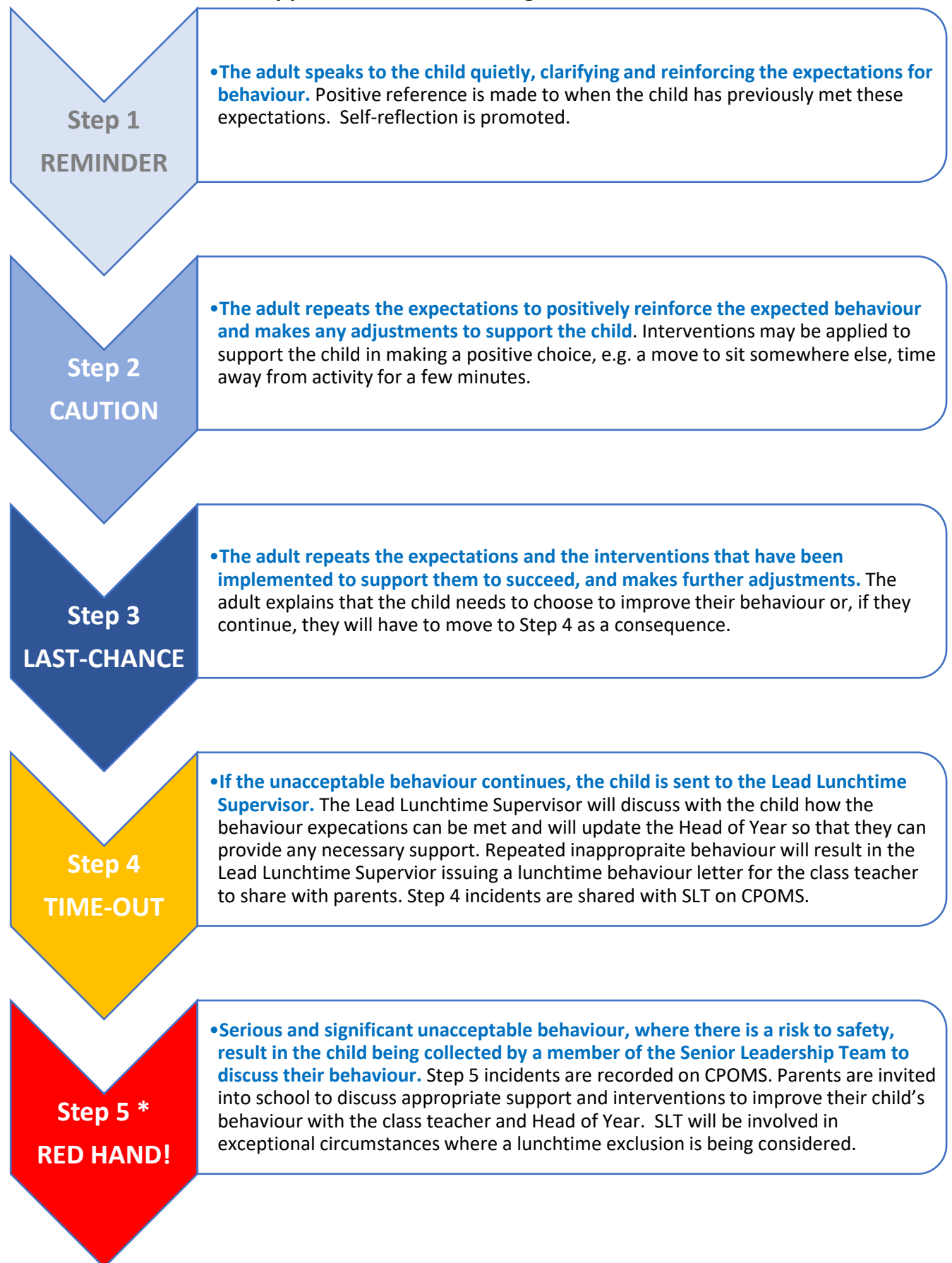


## Appendix A: During teaching time and play time



\* It is important to note that all staff can choose to skip earlier steps where they consider the child's unacceptable behaviour is sufficient to warrant a more serious consequence. The procedure above does not affect the Head Teacher's right to take immediate action in the case of a serious incident.

## Appendix B: During lunch time



\* It is important to note that all staff can choose to skip earlier steps where they consider the child's unacceptable behaviour is sufficient to warrant a more serious consequence. The procedure above does not affect the Head Teacher's right to take immediate action in the case of a serious incident.

## Appendix C:

### Low-level disruption script

**Body language and personal space are important – get down to their level first!**

1. **“I’ve noticed...”** (describe the behaviour) \*
2. **“You know we expect you to be...”** (name the specific behaviour expectation – Ready/Respectful/Safe to remind them and explain how their actions have not met this expectation)
3. **“That means that you have chosen ...”** (drop the potential consequence / consequence gently)
4. **“Do you remember *yesterday* when you...”** (positive reminder of the last time they achieved the expectation concerned) ... **“That’s what I want to see from you now.”**
5. **“Thank you for listening.”**

*\*If this is not the first reminder or the incident*

**“This is the *third* time I’ve spoken to you about this, I’m going to need to see you for 2 minutes at the end of the lesson”** or

**“This is the third time I’ve spoken to you about this, I’m going to need you to discuss this with *Head of Year*”**

### Attempts to ‘de-rail’ the conversation

If a pupil attempts to ‘de-rail’ the conversation by asking random personal questions, making personal comments or trying to be argumentative, always respond calmly and refocus the discussion:

**“Be that as it may...”**

**“I hear what you are saying...”**

Simply nodding whilst the pupil talks is proven to reduce the pupil arguing back!

## Parent Code of Conduct

- No parents to enter the school building at any time without a prearranged appointment
- Younger children entering the school site to stay with parent/carer at all times (e.g. buggy, holding hands, reins) when parent/carer are dropping off or collecting school children
- Ensure social distance from other adults whilst waiting for doors to open – as per Government guidance (please do not arrive too early to avoid congregation)
- Collect your child immediately, if called regarding illness/symptoms of COVID-19
- Stick to allocated drop off/pick up times – if allotted time missed, please do not bring your child into main reception but call the school main office and arrange a drop off/collection time.
- Be able to provide a valid reason for any late drop off or late collection.
- Inform school if your child displays any symptoms of COVID-19 or if they have been in contact with any person displaying symptoms or being tested positive.

## Sanctions for unacceptable behaviour (including pupils who are deliberately not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- All appropriate behaviour management strategies will continue to be used (see current behaviour policy), although once these have been exhausted, contact will be made with pupil's parent/carer and further action taken.
- Under no circumstances will pupils be sent to another classroom or class 'bubble' in the event of them making poor choices – Heads of Year will routinely check in with class teachers in their year group to support behaviour by attending the child's classroom.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

*Exclusion from maintained schools, academies and pupil referral units in England:*

*'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.*

## Pupils with Special Educational Needs and/or Disabilities

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. SATS, school trips, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of reengagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying

- Hyperactivity and difficulties maintaining attention
- Disengagement

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Thornton Primary School uses a range of strategies to support our SEND pupils in their adjustment to routines, for example:

- Sharing social stories to mentally prepare SEND pupils for attending school
- Sharing daily/weekly visual timetables with parents and SEND pupils
- Informing pupils with SEND of the new layout of the classroom, playground and dining hall
- Sharing new routes for entering and leaving school, with entry and exit points clearly labelled
- Sharing new behaviour expectations frequently and clearly using simplified language - Explaining to pupils with SEND why they are needed and the risks we could have if we don't comply
- Using verbal and visual reminders throughout the day
- Using social stories to support restorative conversations if boundaries are crossed
- Modelling changes to social interaction to support understanding
- During unstructured times, sharing behaviour expectations clearly using simplified language, supported with visual examples
- Providing access to a member of staff who is part of the Inclusion Team to offer socially distanced support as and when needs arise: the type of support provided will be determined on an individual needs basis
- Providing emotional well-being support by the class teacher
- Ensuring staff are knowledgeable of the different experiences pupils may have had during school closure (through the monitoring of welfare calls, pupils completing my lockdown diary, multi-agency information sharing and parental engagement) and using this information to adapt teaching and learning to cater for the individual needs
- Celebrating new skills learnt during lockdown and the positive psychological influence it has had to our life experiences
- Ensuring pastoral care for vulnerable pupils and pupils that need bereavement counselling will be provided by the inclusion team in the first instance

The head teacher and governing body recognise they must have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion Team.