

Policy & Procedure

Thornton Primary School



Behaviour Policy 2025-2028

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in **Spring 2025 and will be reviewed again in Autumn 2028**

Signed: _____ Chair of Governors Date: _____

Statutory Policy

Thornton Primary School

Behaviour Policy (including Physical Restraint)

Aims and Vision

Thornton Primary School Vision and Aims

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality
Responsibility Empathy
Confidence Perseverance Care
Aspiration
Respect
Pride Tolerance
Teamwork Challenge Integrity
Enjoyment



Introduction

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

In the school, we define good behaviour as conduct that assists the school to fulfil its function; primarily, the full development of abilities and social skills of the pupils. We expect our pupils to transfer these positive behaviours beyond school at all times (e.g. on the journey to and from school).

At Thornton Primary School we pursue a positive, assertive approach to discipline. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

Policy

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Head teacher.

Class teachers and teaching support staff (HLTAs, TAs and LSAs) have day to day responsibility for the discipline of the children in their classes. They share the responsibility for

the sensible behaviour of all children in and around the school with all staff who work within our school community. This should always be managed **within the context of whole school policies**. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.

A **happy, caring environment** is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.

Appropriate behaviour is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.

Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. The school uses the Cambridgeshire PSHE scheme to help develop these qualities through classroom teaching.

Support staff, part-time teachers and supply teachers are informed about problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a **consistency of approach**.

When necessary, children are given guidance on how to support a child who has been a victim of unkind or aggressive behaviour. See *Appendix 1 (If someone is being unkind to you)*.

All school staff will record behaviour incidents/concerns on a Behaviour Incident Form (Appendix 2) or Behaviour Incident Form (Appendix 4) where a more detailed record is required.

If necessary, behaviour modification programmes are negotiated for specific children.

Thornton Primary School's Golden Charter

The Golden Charter provides a set of key values, attitudes and behaviours identified through the school's vision. It ensures that pupils who consistently behave well, show respect towards others and show an excellent attitude towards their learning are rewarded through dojo points, Golden Charter tickets, certificates and trophies.

❖ **Responsibility – knowing our actions impact on our learning and on others**

❖ **Empathy – we understand the feelings of others**

❖ **Sharing**

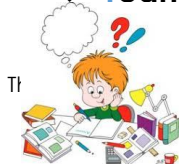


❖ **Pride – in everything we do**

❖ **Excellence – through high aspirations**

❖ **Challenge – we rise to the challenge and persevere**

❖ **Teamwork – showing a willingness to work together positively**



Thornton Primary School – Outside

To make our playground a happy place, as well as following our Golden Charter, we will...

- Keep hands and our feet to ourselves and not hurt others
- Encourage others to play if they are on the 'buddy bench'
- Play nice games; not rough games
- Listen for the whistle to end playtime - stand still at the first and line up at the second
- Be trustworthy, well-mannered and polite when on school trips.

Thornton Primary School – Lunchtime

To make our dining hall a happy, healthy and safe place, we will...

- Walk at all times (quietly in the corridors)
- Keep our lunch on our plates or in our lunch boxes
- Put rubbish in the bin
- Say please and thank you
- Talk quietly to children on only *our table*
- Put away our plates and cutlery properly
- Treat all school staff with equal respect.



Out of School Visits

We are proud of our school's reputation. When pupils are engaged in out of school activities, we expect the same high standard of behaviour as in school – based upon the *Thornton Primary School's Golden Charter*

Rewards system

Rewards are used to encourage children to take part in school life with an understanding of the importance of:

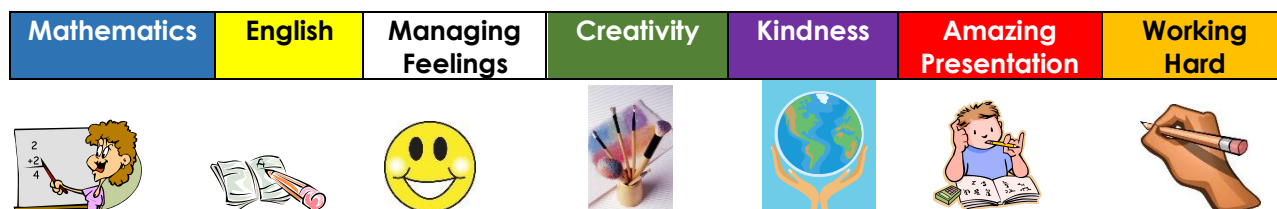
- Behaviour for learning
 - Empathy for others
 - Selflessness
 - Ambition and motivation
 - The rights of everyone
- It is important that incentives and sanctions are used fairly, firmly and consistently. The positive aspects of praise and reward should be emphasised, and as such good behaviours should be actively looked for in our school. Good behaviour is an expectation of the children and is often rewarded with certificates which count towards house points and an overall house competition. It is important that all teachers and staff use the same system in order to have a whole-school approach to behaviour management.

Thornton Primary School
A guide for parents

Rewards system

Dojo Points at Thornton

In order to continue to celebrate the achievement of pupils in different areas and make these explicit, '**Dojo points**' are to be awarded. Children will score points for showing great:



- **Mathematics points** will be awarded for hard work and/or excellence in maths (points can also be awarded for full marks in maths tests, or huge improvement)
- **English points** will be awarded for fantastic writing and/or reading showing great learning (points can also be awarded for full marks in learning spellings)
- **Managing Feelings points** are awarded when children manage to avoid getting cross or falling out with others or when they manage conflict really well (i.e. making things better, not worse)
- **Creativity points** are linked to subjects other than Maths and English
- **Kindness points** are for selflessness (for example, holding open a door or helping when someone is in need)
- **Amazing presentation points** are for children whose presentation is either improving rapidly or is consistently wonderful. Clearly, the expectations of what this looks like are different between the year groups
- **Working Hard points** are awarded for battling when things are hard but, most importantly, showing excellent *Behaviour for Learning*. These can also be linked to homework

Each week, the points are counted up for each House in all classes and these totals go towards the weekly house trophy. This is to help children see how they can impact upon their 'team'. Children will continue to receive merit certificates from their class teacher for behaviour, English and maths/other subject achievements and these will be given out at the weekly celebration assemblies.

Dojo points are scored online at www.classdojo.com

Children can watch as their points grow and parents, who share email details with us, will be able to see how their child is doing in each of the specific areas of achievement. This will take us a short time to get going, but the class teachers will each get in touch with you about how you'll be able to do this.

Ultimately, the 'instant' and 'fun' nature of Dojo points is in the best interests of the children.

Parents are invited to get involved by downloading the Dojo app on their smartphone and seeing each time their child is rewarded a point. The instructions are sent home to parents separately.

This whole school approach to rewards enables us to monitor the success of the system and provides a framework for all members of the school community to work by.

All members of our school staff, including temporary and supply staff, are made aware of the rewards system and are supported in taking an active role in both modelling and implementing it.

Minimum Expectations

The classroom/learning area should be tidy – always paying close attention to health and safety. Anything dropped on the floor should be picked up immediately. Fire exits should be kept clear. These are as much the responsibility of the children as the adults.

Conversation in the classroom, at all times, should be linked to school work; there should only very rarely be minor behaviour problems because social conflict is avoided by children focusing 100% on the learning task at hand.

Poor 'behaviour for learning' should be challenged and children's attention drawn to the Golden Charter. Poor 'Behaviour for Learning' includes:

- *Talking over the adult or other children*
- *Raised voices*
- *Wandering around the classroom*
- *Shouting out*
- *Not facing the adult/teacher*
- *Being apathetic to whole class questioning or discussion*
- *Bringing playground issues into the classroom*

Most importantly, it is expected that all pupils and adults in the class give their *full attention* to the adult/teacher leading the session.

It is essential that pupils' behaviour does not negatively affect the learning of others.

For some children with specific difficulties, this policy will be differentiated to enable the child to be successful. Some children have more problems with social interaction and with accepting authority. In these rare circumstances, the school will work closely with the child, families and external agencies to help the child to conform to expectations which support 'good order' in the school.

Teachers should avoid 'moving' children in the classroom due to social problems. The behaviour for learning should be such that social problems do not arise in the classroom. If parents are unhappy that their child is falling out with other children on their table, the teacher should address this by asking themselves why the children are having the opportunity to fall out.

Differentiation

Behaviour

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs. If in doubt about dealing with a child's difficult behaviour, staff should refer to the Head teacher, if not the class teacher. If necessary, the Head teacher can help to implement specific behaviour plans for individual pupils. We like to treat pupils in a calm manner but, of course, there are occasions when a firmer tone is required.

Thornton's behaviour policy is a visual, consistent and positive policy that gives every child the chance to be successful and gives immediate consequences to those children who choose to behave inappropriately.

The expectations for behaviour are displayed in every classroom in child-friendly language.

Every child starts each day afresh and positive reinforcement and praise are the most important parts of the policy. If, however, they choose to behave inappropriately, there is a clear set of consequences.

We like to treat pupils in a calm manner, but there will of course be occasions when a firmer tone is required. Often, a 'private' conversation with the child (without the audience of the rest of the class) has a positive impact upon the pupil's understanding of their behaviour. 'Private' enables the conversation to take place more effectively, without the child feeling embarrassed in front of other people.

Sequence of consequences

For behaviours which threaten the 'good order' of our learning environment and impact upon other children or adults' well-being or learning opportunities the following consequences should be used (in order):

1. Firstly, a 'look'.
2. Secondly, they will be verbally reminded of the expected behaviour (**referring the child to the school's 'Golden Charter'**).
3. Next, their name should be written on the whiteboard – an official warning. They are reminded that good behaviour could lead to their name being rubbed off the board.
4. Next, they will lose an appropriate amount of time during playtime (5/10/15 minutes) and swap this for reflection time. They are reminded that good behaviour could lead to them regaining that amount of play time.
5. If poor behaviour still continues, the child will be instructed to work in another setting. Details of the child's conduct will be recorded for the receiving teacher (Appendix 3). Pupils will be placed in a classroom with other pupils either the year below or the year above where possible. Discussions with the child around their behaviour if required, will be made privately and not in front of the class. After the child has spent the time specified, the record form is then sent back to the class teacher with a comment on how their behaviour has been. This is then sent to the Head teacher for recording on the Behaviour Log. The Head teacher will inform parents that their child has been asked to work in another setting.
6. If the behaviour choice is deemed to be sufficiently disruptive, or still continues after working in another setting, pupils should then be sent straight to the Head teacher. This could result in an Internal Suspension for the rest of the day/the following day or a Suspension. A meeting with parents will then be arranged with the Head teacher.

If the behaviour is linked to aggressive or other inappropriate behaviours at break-time, the Head teacher may decide that the child will miss an entire break-time or lunchtime play in the interests of the safety and well-being of other children. Parents will be informed.

**It should be noted that behavioural problems only extremely rarely reach number 6 or beyond*

If the behaviour choice is deemed to be sufficiently disruptive, they could be sent straight to a senior member of staff.

1. *In the following cases, the Head teacher may request that parents come in to school to discuss their child's behaviour and to agree to work in partnership to improve it.
 - a. Persistently disruptive behaviour in the classroom which interrupts the learning opportunities of the rest of the class
 - b. Intimidation or aggressive behaviour on the playground
 - c. Stealing
 - d. Prejudice based and discriminatory behaviour
 - e. Homophobia
 - f. Cyberbullying
 - g. Inappropriate comments/remarks of a sexual nature including online

2. For further persistent disruption in line with the previous paragraph (i.e. more than once in a given period of time, based upon the age and understanding of the child), the head teacher may choose to impose:
 - a. A lunchtime suspension (in order to ensure the safety and well-being of other pupils)
 - b. A suspension (either for the above reason or to help maintain good order and a positive learning environment for all pupils)
 - c. An exclusion (with the authority of the governing body)
(in each of the above cases, the Head teacher will refer to the Local Authority guidance on exclusions – 'unofficial' exclusions will not be imposed.

See also the later paragraph on 'Exclusion'

In all cases above, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required.

All records of behaviour incidents are kept in a file in the Head teacher's office.

At all times, teachers should be looking for children behaving in the right manner and, whilst not rewarding behaviour which could be deemed as 'the norm', all school staff should use opportunities to praise children who act as positive role models to others. The most prominent behaviours in our classrooms should be the positive ones and these are rewarded with house points if they are above the expected norm.

The same system is used at playtimes and lunchtimes (lunchtime supervisors record behaviour issues on incident forms (Appendix 2) – which are shared with the class teacher before being given to the Head teacher.)

There is **no detention after school and there is no corporal punishment.**

Hierarchy

The order of responsibility for dealing with serious incidents is:

1. Mrs Sarah Acton – Head teacher
2. Mr Josh Simpson – Assistant Headteacher

Any of the above who deal with incidents of serious poor behaviour where a more detailed record is required, should complete the Behaviour Incident form (see appendix 4) and this is then stored in the Head teacher's file/recorded on the Behaviour Log.

Physical Restraint

There may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. There will always be at least two members of staff who have undertaken training in Physical Restraint (TEAM TEACH) (currently **Mrs Sarah Acton and Miss Faye Ellerton**) As far as is reasonably practical, *only* these members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils. Also refer to Appendix 5.

Suspension

A pupil may be suspended from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Head may need to temporarily suspend the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors. If an exclusion is likely, the school will refer to the Symphony Learning Trust policy on exclusion.

Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

Our school has adopted the Symphony Learning Trust policy on exclusion.

'Out-of-school' behaviour issues (including 'online' issues)

School name will always strive to maintain an excellent reputation for pupil behaviour both in school and also out of school hours. This includes 'online' issues which may arise.

As a school, we will investigate any incidents of misbehaviour or anti-social behaviour that we are made aware of and this is important to ensure any behaviour issues do not spread into the school day. It is noted however that the school only has a limited level of jurisdiction for out-of-school behaviour and in such circumstances, we would work alongside parents/carers to ensure they play the lead role in resolving such behaviour. The school also reserve the right to involve other agencies to support their stance on out-of-school behaviour issues (for example, the police). We would certainly be in immediate contact with such agencies if any aspect of safeguarding for the child/ren was being compromised by their out-of-school or online behaviour. It is important for parents/carers to note that the school will always assist with out-of-school behaviour issues but cannot be held responsible or accountable for them.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Monitoring of the Behaviour Policy

The Head teacher will continually monitor the application and effectiveness of this policy. The governors with responsibility for pastoral issues will also monitor.

If someone is being unkind to you

1 Tell your...



Always tell someone in school

Friend and / or...

School Councillor, then... Tell your Teacher

Start Telling Other People



Your teacher will talk to the pupil who is being unkind, the same day if possible, and check to see that the problem has stopped.

2 If the pupil continues to be unkind, **tell...Mr Simpson.**

They will talk to the pupil privately. They will remind him/her that he/she needs to stop being unkind. The pupil may miss 5 minutes play at both playtimes.



3 If the pupil still continues to behave inappropriately, **tell...**

Mr Simpson again and he will speak to Mrs Acton

Mr Simpson will now be **very disappointed** with the child who is being unkind to you ☹️



who will...

- speak to the pupil and explain that he/she has to miss his/her playtimes for 2 days – at least.
- write to the pupil's parents to explain what has happened and to invite them into school.
- explain that playtimes will be missed until the pupil starts to behave kindly towards others.

Mrs Acton will be **even more disappointed** with the child who is being unkind to you ☹️

Hopefully, the pupil will realise that he/she is being unkind and change their behaviour. The problem should stop

4 If the pupil still cannot behave as we would expect in our school

- Mrs Acton will meet with the pupil's parents and explain the outcome of the meeting.
- Mrs Acton will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.



Remember. **Bullying** is something that happens **Several Times On Purpose** If you fall out with your classmates (we all fall out from time to time) an adult in school will help you to resolve your problems. If you are worried about anything, you can also put a slip into the **Worry Box** to speak to one of the **Well-being Team**.

Behaviour Incident Form

Date:

Person completing the form:

Time:

Playground		Dining room/hall		Toilets	
Cloakroom		Corridor		Classroom	

Name(s)	
Target Name(s)	

Type:	Form of behaviour:
Emotional	Physical (Refer to SLT)
Physical	Comment general
Prejudice - e.g. racist, homophobic	Cyber related
Sexual harassment	Damaging/hiding/stealing property
	Excluding from group
	Indirect (ignoring)
	Name calling
	Physical Contact (unintentional) but resulting in another child getting hurt/ property being damaged.
	Rudeness towards an adult

Brief summary of incident:

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Action required:

Dealt with, no further action required by teaching staff but requires entry onto Behaviour Log	
Requires further follow up by teaching staff. (unresolved, repeated after verbal warning)	
Referred to SLT (serious conduct, physical assault, prejudice, sexual harassment, cyberbullying)	

Step 5 of Sequence of Consequences

PRE-SANCTION CHECKLIST		REASON FOR WORKING IN ANOTHER SETTING	
Formal verbal warning 1		General misconduct – disruption of learning	
Formal verbal warning 2		Verbal abuse pupil	
5/10/15 mins. loss of break-time		Verbal abuse adult*	
Name: _____ Date and Time: _____ Issued by: _____ Time sent to work in another setting _____ minutes		Physical conduct*	
		Aggressive conduct towards a pupil or adult*	
		Leaving the room without permission	
		Racist or homophobic comment*	
		Comment of a sexual nature*	
		*SA must be informed immediately	
		CHECKLIST	
	Has he/she worked well during time out?	Yes/No	
	Has he/she disrupted the lesson?	Yes/No	

Behaviour Incident Record

This record to be completed for incidents involving significant issues of poor behaviour

Date		Time			
Child's Name		Other Children			
Who was present?					
Notes					
Next steps					
Signed		Date		Time	
Further/Follow-up Notes Actions					

This record to be filed securely in the Behaviour Folder in the Head's Office

Appendix 5: Physical Restraint

The school will have at least two members of staff who are trained in the use of physical restraint in low risk settings.

We are required by law to include within our Behaviour Policy a section on the physical restraint of children (Section 93 of the *Education and Inspections Act 2006* - DCSF non-statutory guidance *The Use of Force to Control or Restrain Pupils*). It is not part of our Behaviour Policy to physically manhandle children, and in the normal course of events it is unnecessary. However, there are occasions when we will touch children - giving them a guiding hand, congratulating them, comforting etc. (reference here should also be made to the school's Child Protection Policy)

Aims of the Restraint Policy

Our aim throughout is to maintain good discipline and to care for each child. Consequently, members of staff will guide a child verbally, but they will only restrain if a child is unwilling to comply with reasonable requests and is posing a danger to themselves or others. All members of staff are authorised to act on the Head teacher's behalf, should the need arise.

Principles

There are a limited number of occasions when reasonable force may be used to control or restrain a pupil:

- Everyone has the right to defend him/herself against an attack, provided a disproportionate level of force is not used.
- In an emergency- for example, when a pupil is at immediate risk of injury, or potentially so, any member of staff is entitled to intervene – but **whenever possible a member of staff who is trained in the use of physical restraint should be called upon to manage the situation (currently Mrs Sarah Acton and Miss Faye Ellerton)**
- Similarly, if a pupil is about to injure another pupil, then any member of staff may intervene.
- If a pupil is about to commit a criminal offence.
- If a pupil is about to cause damage to property.
- If a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline.

Examples

Examples of behaviour that might lead to restraint in our school:

- A pupil is refusing to leave his/her parent/guardian to come into school
- A pupil goes to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour;
- A pupil has a temper tantrum in the classroom, upsetting to the other children. They may be removed to a quiet area to calm down, for their own safety and that of the other children;
- A pupil gets angry and threatens to hit another child, or starts to do so. A member of staff will intervene, and if necessary hold the pupil until they have calmed down, before taking both pupils to one side to discuss the behaviour and the cause of the disagreement.

Methods of restraint

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least two members of staff trained in the use of physical restraint (TEAM TEACH). Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*.

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances it may not be possible (or in the pupil's best interests) to exercise physical restraint. The school follows the LA's guidance and practice on the use of physical restraint.

Follow-up & Records

- If a pupil is restrained, it **MUST** be recorded to ensure that all know about the event and that it comes clearly within the school's Behaviour Policy. It is essential that staff inform the Head teacher verbally after a restraint incident, and then record the details in the Incident Book.

Parental Contact

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).

Complaints

As with all school matters, complaints should be dealt with by the parent seeing the class teacher, and then the Head teacher. If the matter is unresolved, then the parents have the right to instigate a complaint to the Governing Body. See the school's **Complaints Policy**.

Children with an EHCP

Children with special educational needs who may need regular restraint should have a HANDLING PLAN attached to their Support Plan. This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child.

Parental Contact

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).