

Thornton Primary School

Behaviour Policy

2025-2026

Approved by the Governing Body on
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Behaviour Policy

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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.

THORNTON PRIMARY SCHOOL

OUR 5 CORE VALUES

At Thornton Primary School, we have 5 core values:

- **Equality** – we treat everyone equally, using kind words and actions
- **Aspiration** – we do our best work
- **Resilience** – we don't give up (on work or people)
- **Teamwork** – we help others when we can
- **Honesty** – we tell the truth (in a kind way)



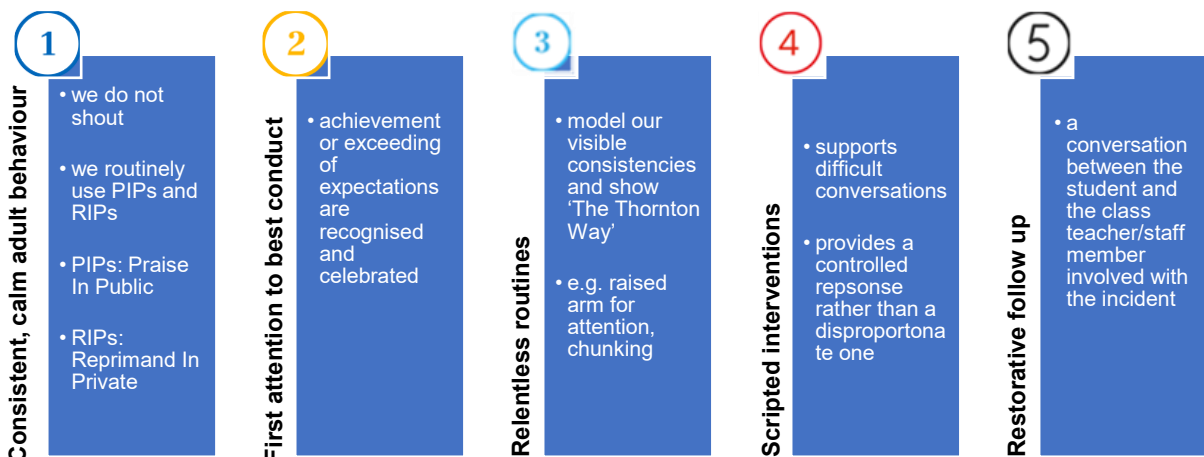
OUR 3 BEHAVIOUR EXPECTATIONS

We always make sure we are:

- **Ready** to learn and follow instructions
- **Respectful** of others and property
- **Safe** in all we say and do

These expectations apply to all school stakeholders: students, parents/carers, staff and Governors.

The 5 pillars that support our expectations are:



HOW WE PROMOTE POSITIVE BEHAVIOUR

We encourage students to develop our core values, follow the school behaviour expectations and succeed in school by:

<p>Verbal recognition and praise</p>	<p>Issued immediately to publicly recognise on-task behaviour and general good behaviour.</p> <p>To support a positive classroom climate, we aim to publicly acknowledge positive behaviour five times more often than negative behaviour.</p>
<p>Recognition Board</p>	<p>Used to display our 3 behaviour expectations (ready, respectful, safe) and our frequently changing focus learning attitude for the class.</p> <p>Students work collectively to achieve a common goal using collaboration and positive reinforcement. An agreed celebration happens when all achieve.</p>
<p>Stickers and stamps</p>	<p>Issued immediately to celebrate positive social interactions that reflect the school's core values, as well as to celebrate effort and achievement related to learning.</p>
<p>Certificates</p>	<p>Issued immediately to celebrate effort and achievement related to learning.</p>
<p>Praise postcards & telephone calls home</p>	<p>Praise postcards sent home to share great news with parents/carers each week – these are for students who go 'above and beyond'.</p> <p>Telephone calls are also made home to celebrate student achievement when we can't wait to share the good news!</p>
<p>'Things I've done well this week' section in student homework planner</p>	<p>Students are encouraged each week to self-assess their behaviour, effort and progress towards our school values, as well as any personal successes achieved during the week.</p>
<p>Year Group Assemblies</p>	<p>Students' achievements are celebrated weekly during Year Group Assemblies. Certificates and awards are presented for a range of reasons, including for both curriculum and non-curriculum achievement.</p>
<p>Headteacher's Award</p>	<p>Students receive a Headteacher's Award for exceptional effort and contributions to learning and are given out by all members of SLT.</p>

The Class Charter

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

- Discussing the need for shared behaviour expectations and listening to all suggestions
- Helping students 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 students who maintain the agreements in the class charter

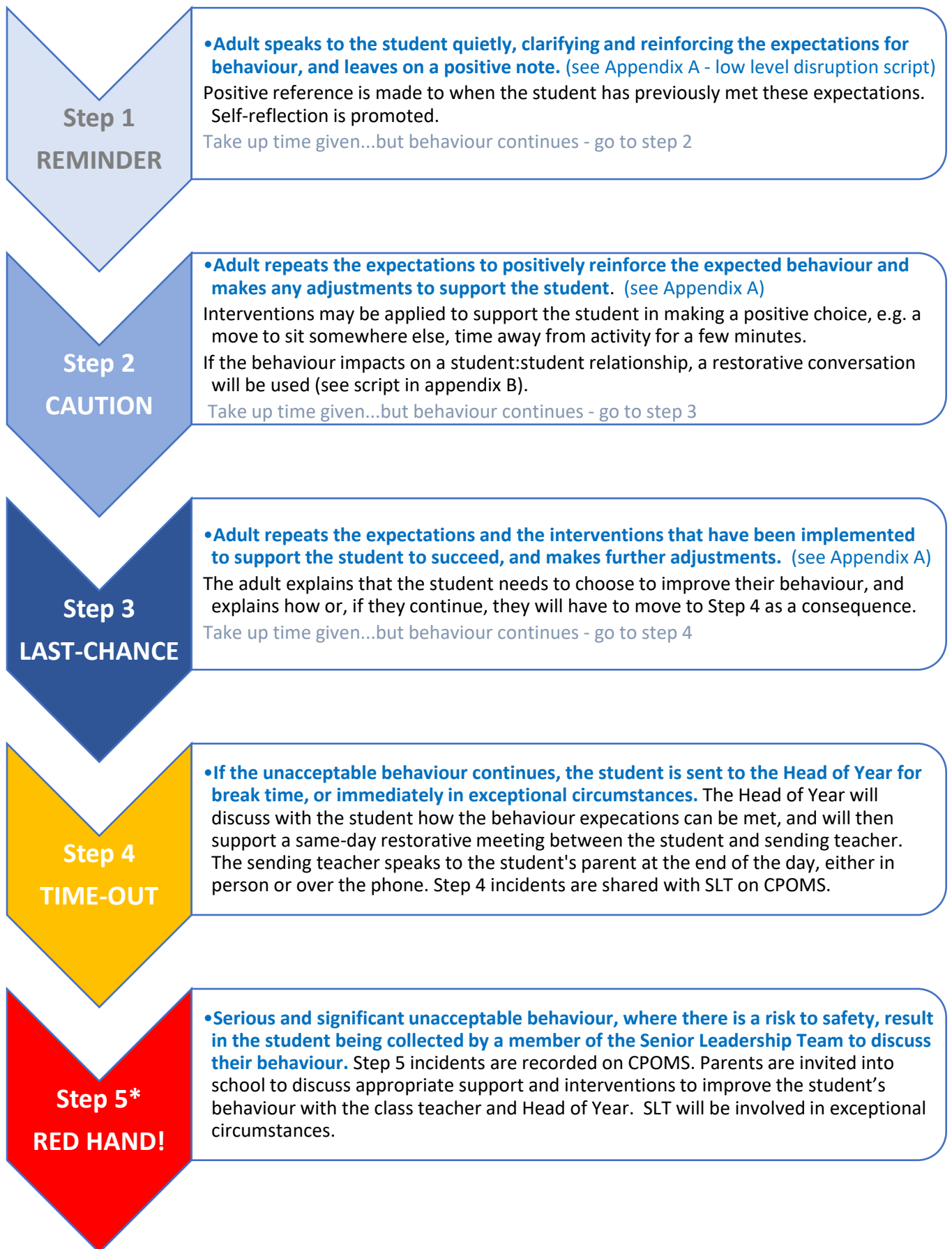
HOW WE REDUCE NEGATIVE BEHAVIOUR

When a student engages in behaviour that is not in line with our values and expectations, we will respond in one of two ways.

If the behaviour has damaged a relationship, we will manage the behaviour through a restorative conversation (see appendix B for a sample script for a restorative conversation). This should result in a natural, proportional consequence to discourage the behaviour in the future and help the student understand the impact of their actions on the people around them

Otherwise, we will respond using a consistent system of consequences. Between each consequence, the student will be given 'take-up time' to think about their actions and improve their behaviour (see flowchart on page 5).

In addition, Lunchtime Supervisors log low-level behaviour concerns and share them with class teachers at the start of the afternoon session. The Senior Lunchtime Supervisor records any concerns on CPOMS as appropriate.



IMPORTANT: Where the student's behaviour relates to an underlying SEND need, we will follow the strategies outlined on their support plan. For unsafe behaviour, earlier steps in the process may be skipped depending on the adult's professional judgement.

*In the event of very serious incidents, the Headteacher reserves the right to use fixed-term suspensions and permanent exclusion. When this happens, the guidance set out by government and the local authority will be followed.

SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

We recognise that some students will require additional support with their emotions and behaviour to succeed in school.

We identify those students through teacher referral to the SENDCO, parental referral, child self-referral and through routine reviews of behaviour data collected through our CPOMS system.

We support those students through assessments, written behaviour plans, and specific programmes of support based on their individual needs. These may be contributed to by parents/carers and external professionals who support our school. Where students have high levels of sustained need, this process may result in an application for an EHCP that provides for the students' needs on a long-term basis.

To ensure equality of opportunity, we make reasonable adjustments where appropriate, and the strategies in a student's support plan will take priority over the rewards and sanctions described previously in this policy.

RELATED POLICIES

This behaviour policy should be read alongside:

- Anti-bullying policy
- E-safety policy
- Home/School Agreement
- Risk Assessment policy
- Special Educational Needs and Disability policy
- Equality and Diversity policy
- Positive Handling policy
- Safeguarding and Child Protection policy

MANAGING MALICIOUS ALLEGATIONS

If a student makes an allegation against a member of staff that, after investigation, is determined to be false and malicious, we will consider whether disciplinary action is required against the student. This will be proportional, based on the individual case and consider the needs and feelings of all parties involved.






POLICY INFORMATION

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).

APPENDICES

APPENDIX A: SCRIPT FOR LOW-LEVEL DISRUPTION

	I've noticed... (describe the behaviour)
	You know we expect you to be... (Ready, Respectful, Safe and explain how actions are not meeting expectation)
	That means that you have chosen (share choice and potential consequence)
	Do you remember when you... (Share a positive reminder of the last time they achieved the expectation) That's what I want to see from you now.
	Thank you for listening.

All teaching staff wear this summary on the back of their identity badge to easily share with students.

The adult must be emotionally regulated and consider their own body language as well as the student's personal space - get down to the students' level first!

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*”

If a student 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 conversation

“Be that as it may...”

“I hear what you are saying...”

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

APPENDIX B: SCRIPT FOR RESTORATIVE CONVERSATIONS –

Everyone must be **calm** to have a restorative conversation. It must be **timely and short**.

When a student hurts someone physically or emotionally, they need to understand the impact of this and take steps to repair relationships. This will help to reduce the likelihood of them repeating the action. Restorative conversations are NOT about what happened: the purpose is to resolve not detect! Restorative conversations help students build empathy internally so that over time they do not need adult support: they are used when relationships are damaged between 2 or more people.

RESTORATIVE CONVERSATIONS

1 What happened? Illustration: A boy with a backpack looks surprised, and a girl looks calm.

2 Who experienced harm? Illustration: A girl and a boy both look sad.

3 How were they affected? Illustration: A girl looks sad, and a boy looks thoughtful.

4 How do we put it right? Illustration: A boy and a girl are talking, with the boy gesturing.

HEAR

1. What **h**appened?
 2. Who **e**xperienced harm?
 3. How were they **a**ffected?
 4. How do we put it **r**ight?
1. Bring the students together, keep it neutral with no blame. Each student tells their own version.
 2. Focus on impact. Who felt something because of what happened? (other student, teacher, wider group) The student can see the wider impact.
 3. Help the student make the link between behaviour and emotion. Scaffold the student to understand how others felt: make connections between their actions and feelings of empathy.
 4. Restoration happens! Focus is not on punishment, it's on repair! Talk about consequences to put things right:
 - A 'logical' consequence
 - A proportional consequence e.g. sincere sorry and follow up conversations or miss a playtime for a few days to allow others to feel safe.

If a student refuses to join in with the process, they will need some space to get into the right emotional space to participate effectively. Offer the student some limited time for reflection (e.g. 2 minutes), ask the student to rejoin the conversation, and if they still refuse explain that then the rest of us will decide what happens without your input. The focus is on helping the student take responsibility for putting things right.

APPENDIX C: SANCTIONS

The promotion of a safe, positive learning environment should pre-empt most of the unacceptable behaviour. However, consistently applied intervention is required when students demonstrate unacceptable behaviour. Thornton Primary School's approach to intervention for unacceptable behaviour is summarised using the flow chart on page 5 of this policy.

Occasionally, when students 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 depending on the severity of the behaviour.

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

Sanctions exist to deter unacceptable behaviour by having consistent consequences and to educate the student 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 students' additional needs, and other internal or external factors that are influencing their unacceptable behaviour. Any adjustments made for a student are discussed and agreed upon in advance with relevant staff, e.g. SENDCO, Head of Year, SLT.

APPENDIX D: LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory and non-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 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

APPENDIX E: DEFINITIONS

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, behaviours such as the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature