

Thornhill Primary School



Behaviour Policy

Date policy last reviewed: July 2026

Signed by:

E.Barnes

Headteacher

Date: 10.9.26

Chair of governors

Date:

Aims:

- We believe that every member of our school community should feel valued and respected.
- We are a caring, inclusive school where children and adults are expected to respect each other.
- We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.
- We aim to provide an environment where everyone feels happy, safe and secure and where positive relationships are at the centre of all that we do.
- Our aim is for all our children to grow into positive, responsible and independent members of the school community.
- Clear calm adult behaviour underpins this.

Rules:

We have three core values:

- Be Ready
- Be Respectful
- Be Resilient

These rules can be applied to many situations in all areas of school life. They are taught and modelled explicitly and the language of 'ready, respectful, resilient' are used consistently by staff to praise good behaviour publicly and to privately remind.

Expectations:**All Adults:**

We expect every adult in our school community to:

- Demonstrate relentless routines eg:
 - Meet and greet each child at the door.
 - Use 5, 4, 3, 2, 1 to gain pupils attention.
 - Insist on legendary lining up – one behind each other, facing the front, no talking. Classes will not be walked anywhere until they are ready.
 - Eyes on me ... spotter eyes in EYFS.
 - Good sitting routines using visual cues.
 - Tidying up – putting everything away in the correct places
 - Toilet routines (EYFS).
- Recognise good behaviour.
- Be a good role model – model the school values.
- Ensure listening ladder is referred to.
- Be consistent.
- Keep headteacher and other members of SLT up to date.
- Saying goodbye in a positive way.

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation; rather they are to stand alongside colleagues to support, guide, model and show a unified consistency for children.

Senior Leaders will:

- Welcome children and family members at the start of the day.
- Recognise good behaviour and school values and share with parents.
- Be present in and around school.
- Support staff with strategies to deal with behaviour / open door policy if staff need advice.
- Follow up check on staff and children.

Key Principles:

Every member of our community should follow the five pillars of behaviour practice:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

Consistent, calm adult behaviour.

All adults in school address poor behaviour in a controlled and calm manner. Poor behaviour is never ignored; rather it is dealt with without emotion, using stepped boundaries.

Consistency in Practice:

- Consistent language;** consistent response: Referring to the agreement made between adults and children about behaviour, simple and clear expectations reflected in all conversations.
- Consistent follow up:** Ensuring 'certainty' through all levels of hierarchy. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations** referencing and promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults.** Even in the face of disrespectful learners!
- Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced rituals and routines for behaviour around school:** In classrooms, in shared areas, on the corridor
- Consistent environment:** Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

First attention for best conduct.

Clear simple routines and expectations make our children feel valued and motivated to give their best. " ...the focus is on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible." Paul Dix

Intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule / expectation / routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour / learning as a model for the desired behaviour.
- Walk away from the learner, allow them time to decide what to do next. If there are comments, as you walk away, write them down and follow up later.

*Resist endless discussions around behaviour and spend energy returning learners to their learning.

Restorative follow up:

We believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children realise how their behaviour impacts others, to teach what appropriate behaviour looks like and to equip them with tools they can use to avoid a similar incident occurring in the future.

What do you think happened?

What were you thinking at the time?

Why do you think it happened?

What should we do to put things right?

How can we try do things differently in the future?
 Agree next steps.

On the Playground:

- Be aware of those children who are not in a positive frame of mind that day.
- Apply positive praise for best conduct.
- Be visible as the adult on duty.
- Engage children in play
- Diffuse any aggressive play as promptly as possible
- Be punctual to collect classes.
- Legendary line ups before going into classes.

Serious incidents and behaviour:

- The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically and verbally) then the activity should be stopped and the child prevented from taking part until they are calm and able to. This can be done with the use of reasonable force when necessary. See Appendix 1
- SLT sent for if necessary. Raised voices should only be used at a distance for an immediate threat.
- Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime so that supportive work can be done to understand and address the behaviour.
- Behaviour Plan written if necessary.
- Pupils, who have been involved in a serious incident, may not be allowed to represent the school as a visit, event or sporting fixture.
- In some cases it may be deemed necessary to suspend the pupil.

Praise / Rewards:

- Class Dojo awarded when values are demonstrated.
- Special mention assemblies - in key stages from Sept 2026.
- Headteacher Dojo recognition post.
- Table points - extra play for the winning table.
- Dojo certificates 10, 20, 30 etc - FS, KS1.
- Prize box – Headteacher every 50 – Class teacher 25, 75, 125 etc
- Stickers.
- Star of the day.

Appendix A.

Rights and responsibilities:

PUPIL RIGHTS	PUPILS' RESPONSIBILITIES
➤ To be treated with respect.	➤ To show respect and courtesy towards everyone.
➤ To be safe.	➤ To take responsibility for their behaviour.
➤ To learn.	➤ To work hard and be willing to learn.
➤ To be listened to.	➤ To allow others to learn.
➤ To be happy in school.	➤ To cooperate with adults and children and follow instructions .
	➤ To do their best,
SCHOOL AND STAFF RIGHTS.	SCHOOL AND STAFF RESPONSIBILITIES.
➤ To enforce the school behaviour policy.	➤ To promote school values in accordance with the school vision.
➤ To be treated with respect and courtesy.	➤ To communicate clearly sanctions to ensure good order, respect and discipline.

➤ To teach without disruption or intrusion.	➤ To treat children and adults with respect.
➤ To be happy.	➤ To be a positive role model.
➤ To be safe.	➤ To let every pupil achieve their potential.
➤ To be supported by parents in maintaining an orderly climate for learning.	➤ To be prepared for work.
➤ Not to tolerate violence, threatening behaviour or abuse.	➤ To create a safe and secure environment for learning.
	➤ To foster positive relationships with parents and carers.
PARENTS' RIGHTS	PARENTS' RESPONSIBILITIES
➤ That children are treated fairly and with consistency.	➤ To encourage their children to show respect and support the school's authority to discipline its pupils.
➤ To expect children are safe, secure and respected.	➤ To ensure their child is well-behaved in school by following reasonable instructions and adhering to the school rules.
➤ To have any complaint about behaviour or bullying taken seriously by the school and investigated / resolved as necessary.	➤ To send their child to school each day punctually, suitably clothed, fed, rested and equipped ready to learn.
➤ To be kept informed about their child's progress including behaviour.	➤ To ensure staff are aware of any SEND related or other factors which may affect their child's behaviour.
	➤ To support children at home.

Use of Reasonable Force (Updated May 2026)

Staff have a legal power to use reasonable force to prevent pupils from:

- Hurting themselves or others.
- Damaging property.
- Committing an offence.
- Causing serious disruption to the good order and discipline of the school.

Reasonable force will only be used when necessary, proportionate and for the shortest time required to achieve a safe outcome. Staff will always seek to use de-escalation strategies and other behaviour management techniques before considering the use of force, unless there is an immediate risk of harm.

Reasonable force may include:

- Guiding or escorting a pupil to a safer location.
- Preventing a pupil from leaving a safe area when doing so would place them or others at risk.
- Separating pupils involved in a fight.
- Restricting movement to prevent injury or significant property damage.

Reasonable force will never be used as:

- A punishment.
- A response to non-compliance where there is no risk of harm or serious disruption.
- A means of causing pain, humiliation or distress.

Following any incident involving reasonable force:

- The incident will be recorded promptly.
- Parents/carers will be informed as soon as practicable.
- The pupil and staff involved will be offered appropriate support and debriefing.
- The incident will be reviewed to identify any lessons learned or additional support required.

Absconding (Climbing a fence)

Do not touch or pull down a child who is trying to climb a fence. This increases the risk of injury to the child or adult who intervenes. Adults could guide the child to climb down without physical intervention. If the child did abscond over the fence, contact the police with a description of the child and the direction they headed in and call parents/carers to alert them.

Seclusion

Seclusion is a form of physical intervention and should only be used in exceptional circumstances as a last resort and in the best interests of the individual concerned. A child can be secluded if there is a risk to the safety of others. Incidents involving supervised seclusion must be recorded.

Appendix 2- Levels, examples of behaviours, consequences and recording.

<u>Behaviour Level</u>	<u>Classified as</u>	<u>Examples of behaviour types</u>	<u>Consequences/Actions</u>	<u>Recording – Parent Contact</u>
1	Low – level disruption	➤ Lack of concentration. ➤ Not being ready. ➤ Interrupting. ➤ Being unkind to others (teasing). ➤ Using low level language (stupid). ➤ Not saying thanks/please. ➤ Not being respectful. ➤ Play fighting. ➤ Not taking turns. ➤ Pushing in line. ➤ Time wasting.	➤ Within the classroom by adult: ○ Give a non-verbal clue eg: a look, a tap on the shoulder, a point or the child's name and direction). ○ Reminder about the school values. ➤ Every behaviour that you do not want to see must be challenged. ➤ First, state the expectation, then remind them what the consequences are.	
2	Repeated low – level disruption	➤ As above. ➤ Child is not listening to reminders and their behaviour is impacting children's learning.	➤ Given by adult in class. ➤ You are not being (ready/respectful/resilient) – I have reminded you a few times so you will need to go outside for 3 minutes. After 3 minutes, I want to see you back ready for learning. ➤ Use a timer – potentially 2 (one for the child and one for a member of staff to know when they child is due back in class). Ensure pupils can be seen.	
3	No improvement in Level 1 or 2. More serious incidents.	➤ No improvements in Level 1 or 2 behaviours. ➤ Verbal and non-verbal violence to both staff and pupils. ➤ Repeated play fighting. ➤ Aggressive play. ➤ Pushing/kicking each other with non-malicious intent. ➤ Swearing. ➤ Serious name calling. ➤ Stealing. ➤ Arguing back.	➤ You are not being..... (ready), so you will miss 5 minutes of your playtime. ➤ When the behaviours continue, class teacher to talk to the parents. ➤ If no improvement, speak to SLT.	➤ Class teacher records on CPOMS – see appropriate recording policy. ➤ Invite parents in to discuss behaviour – SLT can support with this.
4	Severe Incidents	➤ Fighting, hitting, kicking with intention to hurt ➤ Spitting ➤ Racism ➤ Sexual abuse ➤ Bullying ➤ Discrimination ➤ Vandalism ➤ Bringing dangerous items onto school premises	➤ Inform the headteacher or a member of SLT if not present. ➤ Ensure safety of everyone involved ➤ Possible consequences: internal or external suspension, speaking to the parents. ➤ Contact other agencies if needed: MASH, CAHMs, school nurse etc.	➤ Class teacher records on CPOMS – see appropriate recording policy. ➤ Invite parents in to discuss incident. ➤ Reintegration with parents for those who have been suspended.

<u>Value</u>	<u>How can this be demonstrated by staff</u>	<u>How can this be demonstrated by pupils</u>	<u>How can this be demonstrated by parents</u>
Be Respectful	➤ Respect other people's opinions, views, culture etc ➤ Respect equipment – not throwing books out on tables when handing them out. ➤ Listening - other adults stop talking when the teacher is counting down. ➤ Model respectful and kind behaviour towards children and each other. ➤ Walking through school quietly - adults not chatting to children whilst walking ➤ By not speaking before, during or after assembly. ➤ Respect others' feelings- if someone is upset, ask 'what's wrong/ what happened/ can I help'? ➤ Be able to say 'sorry' if upset someone. ➤ Greet parents and children. ➤ Make eye contact. ➤ Give time when parents want to talk to you.	➤ Look at the speaker ➤ Take turns ➤ Follow routines ➤ Respect other people's opinions, views, culture etc ➤ Look after equipment - books, pencils etc. ➤ Listening. ➤ Walking through school quietly. ➤ Holding doors and saying 'thank you' to the person who does it. ➤ Using manners – please and thank your in all areas of school. ➤ Playing appropriately - keeping hands to yourselves, taking turns, listening to others ➤ Respecting dinner ladies. ➤ Respect others' feelings- if someone is upset, ask 'what's wrong/ what happened/ can I help'? ➤ Be kind – in person and online ➤ Be able to say 'sorry' if upset someone. ➤ Respect belongings – picking up clothes etc.	➤ Respect belongings – label uniform / equipment. ➤ Greet staff politely, be patient and waiting their turn if staff are already talking to another parent. ➤ Be polite and use good manners ➤ Apologises for being late – take accountability. For this.
Be Resilient	➤ Approach parents in a friendly and supportive manner and talk to them as soon as you can when there is a problem ➤ Use strategies and support each other with behaviour problems before seeking help from SLT ➤ Fix the jammed photocopier/ put in paper when empty/ empty shredder before you leave- think about others!	➤ Mistakes and challenges are good- that's how we learn ➤ <i>Practice makes progress- don't need to be perfect and always get things right. Keep trying</i> ➤ Keep going and try your best- adults scaffold and support children to do this – praise little wins ➤ Working with new children in groups ➤ Team games and PE- coping when we're not winning ➤ Try hard to be more independent: self care, moving around the school, finding own lunch box or jumper, not crying when being dropped off ➤ Lunch- try independence with cutlery, try new foods	
Be Ready	➤ Teachers walk slowly and addressing anyone who's not following the rules when walking to and from classroom. ➤ Organise routine for drinks - eg. One table at a time during afternoon register. TAs help ➤ Staff on time for work and lessons ➤ Staff prepared for lessons beforehand (resources organised)	➤ 5, 4, 3, 2, 1- everyone looking at the teacher, quiet, put equipment down. TA to help. ➤ Wearing uniform and PE kit. ➤ Equipment ready before and after the lesson - children to tidy up ➤ Legendary lines - hands by your side, looking forward, walk behind the person in front of you, quiet. ➤ Walk into classroom- silent, orderly.	➤ Bring children to school on time. ➤ Collecting children on time. ➤ Help support them with homework. ➤ Ensure pupils are wearing the correct uniform or PE kit on the correct days.

