



Thringstone Primary School

Believe and Achieve Together

Behaviour Policy

Positive Behaviour for Learning

Adopted by Governors:	01.06.26
Due for Review:	April 2029 or sooner if required

1. Vision and Principles

At Thringstone Primary School, we believe that behaviour is fundamental to a safe, successful and inclusive school. High standards of behaviour are not separate from learning; they are essential to it.

Our approach is rooted in a clear understanding that behaviour is learned. Children are not born knowing how to behave in different environments. As a school, we take responsibility for teaching, modelling and supporting behaviour in the same way that we teach academic knowledge and skills.

We expect all children to be:

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

These expectations are simple, consistent and non-negotiable. They apply at all times and in all contexts across the school day.

We are committed to creating a calm, purposeful environment where children feel safe, valued and ready to learn, and where adults model the standards we expect.

This policy is underpinned by national guidance:

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/school-exclusion>

2. Behaviour and Wellbeing

At Thringstone Primary School, we recognise the strong link between behaviour and wellbeing.

Children's behaviour can, at times, reflect underlying need. This may include emotional difficulty, frustration, anxiety, or challenges with communication and self-regulation. Staff must therefore respond with both clarity and care, maintaining high expectations while recognising individual circumstances.

Our approach is both:

- **Responsive** – addressing behaviour in the moment
- **Reflective** – identifying patterns and underlying need

This ensures that expectations remain high, while support is appropriate, timely and effective.

Where behaviour is linked to underlying need, responses may be adapted in line with the school's Mental Health and Wellbeing Policy. This ensures that support is appropriate while maintaining clear and consistent expectations.

3. Behaviour in Practice

Behaviour expectations are visible in daily practice.

A well-functioning school environment is characterised by calm, purposeful classrooms, clear routines and predictable structures. Children understand expectations and respond to adults with respect. Transitions are orderly, and movement around the school is safe.

These expectations apply equally at playtimes and lunchtimes. Midday supervisors follow the same behaviour systems and expectations as teaching staff to ensure consistency across the school day.

Adults play a central role in establishing this culture. Staff model calm, respectful behaviour and use consistent language. Expectations are explicitly taught, regularly reinforced and revisited where needed.

Senior leaders actively monitor behaviour across the school through regular presence in classrooms and shared spaces, as well as through ongoing review of behaviour data.

4. Consistency and Adult Expectations

Consistency is essential to effective behaviour management.

Children should experience the same expectations regardless of the adult they are working with. Staff are expected to follow the agreed approach and use the shared language of *Ready, Respectful, Safe*.

Adults must remain calm and controlled when addressing behaviour. Expectations should be communicated clearly and without confrontation. Behaviour should never be escalated through tone, language or public attention.

Purposeful ignoring may be used selectively for low-level, attention-seeking behaviour. It must be applied deliberately, alongside clear expectations and positive reinforcement, and should not replace appropriate challenge where behaviour persists.

Senior leaders monitor consistency across the school and provide support where needed to ensure a shared approach.

5. Responding to Behaviour

When behaviour falls below expectations, staff respond in a structured and predictable way. This provides clarity for children and supports them to make better choices.

The response typically follows a stepped approach:

- **Non-verbal** – a discreet signal (e.g. eye contact, gesture or pause) used to redirect behaviour without interrupting learning.
- **Reminder** – a calm, clear redirection using shared language
- **Warning** – a clear instruction outlining what needs to change
- **Time Out** – time in class to regulate and refocus
- **Paired Class** – a short, purposeful period in another class with work provided
- **Senior Leader Support** – for repeated or more serious behaviour

Staff must use professional judgement. Steps may be adapted or skipped where behaviour is unsafe or escalates quickly.

Time in another class must be purposeful, supervised and appropriate to the child's age. Following any removal from class, the class teacher leads a restorative conversation before the child returns to learning.

Break or lunchtime may be used to complete missed work or allow time for reflection. At playtimes, children may be required to briefly step out to reflect before rejoining.

Repeated incidents at time out stage and above must be recorded on CPOMS.

6. Promoting Positive Behaviour

At Thringstone Primary School, positive behaviour is actively taught, recognised and reinforced. We do not rely on sanctions to drive behaviour. Instead, we build a culture where children understand expectations, feel valued and are motivated to succeed.

Strong behaviour starts with strong relationships and high-quality teaching. Children are far more likely to meet expectations when they feel known, supported and successful.

Staff will:

- greet children positively and set the tone for learning
- establish clear routines and consistent expectations
- plan engaging and purposeful learning experiences
- use positive reinforcement to recognise effort and success
- model calm, respectful behaviour at all times
- build trust through consistency and fairness

Positive behaviour is recognised in a range of ways across the school. This includes:

- verbal praise and recognition
- Dojo points and house points
- certificates such as Star of the Week
- messages home to families
- celebration of effort, improvement and achievement

Recognition is not just about outcomes. It is about reinforcing the behaviours we want to see, particularly being ready, respectful and safe.

Senior leaders monitor how positive behaviour is recognised across the school to ensure consistency and impact. The aim is to create a culture where positive behaviour is noticed, valued and expected.

7. Restorative Practice and Repair

Restorative practice is central to the school's approach to behaviour.

The aim is to repair relationships, develop understanding and support children to make better choices in future. Following an incident, staff support children to reflect on what has happened and the impact of their actions.

This includes exploring:

- what happened
- what they were thinking
- who has been affected
- what needs to happen next

Where needed, a corridor conference will be led by the class teacher to support a more structured conversation.

Staff must also ensure that any child affected by an incident is supported, including checking in with them and ensuring they feel safe.

8. Managing Conflict Between Children

When conflict arises, staff follow a consistent and structured approach.

Children are removed from an audience and given the opportunity to speak in a calm environment. Staff guide the discussion to ensure all perspectives are heard and understood.

The focus is on establishing a clear understanding of what has happened, rather than assigning blame. Children are supported to recognise the impact of their actions and to consider alternative choices.

Clear expectations are maintained throughout, including listening without interruption and respecting the views of others.

9. Persistent Behaviour and Patterns

Where behaviour is repeated or begins to form a pattern, it must be addressed proactively.

Low-level disruption that continues over time is not acceptable and must not be ignored. Repeated incidents are recorded on CPOMS to allow patterns to be identified and understood.

Staff are expected to escalate concerns early. This may involve discussion with senior leaders, communication with parents or involvement of the SENCO.

Where behaviour between children becomes a concern, this is tracked carefully. Additional steps, including risk assessment and increased supervision, may be implemented where needed.

Behaviour is not viewed in isolation. Patterns, triggers and context are considered to ensure an appropriate and effective response.

10. Serious Behaviour

Serious behaviour includes any behaviour that places others at risk, causes harm or significantly disrupts the school environment.

This includes physical aggression, discriminatory behaviour, significant disruption or damage to property.

Certain incidents require immediate referral to senior leaders, including:

- racist or homophobic language
- serious aggression
- repeated harmful behaviour

All discriminatory incidents are recorded and monitored. The school takes these incidents extremely seriously.

Staff must act immediately to ensure safety, seek support and record the incident appropriately. Any child affected must be supported and reassured.

Where behaviour indicates a potential safeguarding concern or mental health crisis, staff must follow the procedures outlined in the Mental Health and Wellbeing Policy and Safeguarding Policy.

11. Physical Intervention and Use of Force

The school follows national guidance:

[Use of reasonable force in schools - GOV.UK](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

All members of staff have the legal power to use reasonable force where necessary to:

- prevent injury or harm to a child or others
- prevent serious damage to property
- restore safety and prevent serious disruption where learning or safety is at risk

Reasonable force may include both control and restraint. Any use of force must be:

- reasonable in the circumstances
- proportionate to the level of risk
- necessary
- the least restrictive option available
- used for the shortest time possible

Staff must always seek to de-escalate situations first. A dynamic risk assessment must be made at the time, taking into account the safety of all children and adults.

Restrictive physical intervention will only be used by trained staff (Team Teach), except in emergency situations where immediate action is required to prevent harm.

The school does not support the use of force as a punishment. Any use of force must be a protective response, not a disciplinary one.

Where significant use of force is used more than once within a term, a **Positive Handling Plan** will be implemented and reviewed.

Following any incident:

- the child's physical and emotional wellbeing will be checked
- a restorative approach will be taken where appropriate
- staff involved will be supported and, where necessary, debriefed

All incidents of significant use of force are recorded and stored in a bound book, reviewed by senior leaders and incidents shared with parents. Patterns of use are monitored to ensure practice remains safe, proportionate and in line with guidance.

Where significant use of force is used, parents will be informed via writing of:

- Time, date and location of incident
- Length of intervention and brief account of force used.
- Account of why intervention was assessed as necessary
- Details of any physical injuries sustained, if applicable

12. Use of Seclusion

The school does not use seclusion as a planned behaviour strategy.

Seclusion is defined as the deliberate isolation of a child in a room or area where they are prevented from leaving.

In line with national guidance, this practice is not used as a disciplinary response.

In exceptional circumstances, where there is an immediate risk of harm and no safer alternative, a child may need to be temporarily prevented from leaving a space in order to maintain safety. This would only ever be used:

- as a last resort
- for the shortest possible time
- under continuous adult supervision
- where all other strategies have been unsuccessful

As soon as the risk has reduced, the child will be supported to rejoin others.

Following any such incident:

- the child's physical and emotional wellbeing will be checked
- a restorative approach will be taken
- the incident will be recorded on CPOMS
- parents will be informed
- senior leaders will review the incident

Where this level of intervention is required, further support planning will be put in place.

13. Searching, Screening and Confiscation

The school follows national guidance:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Staff may carry out a search where there are reasonable grounds to suspect that a child is in possession of a prohibited item or an item that may pose a risk.

Searches are conducted respectfully and in line with safeguarding procedures. In most cases, searches will be carried out by an authorised member of staff, with a second adult present.

Where there is an immediate risk of harm, a search may be carried out without a witness in line with statutory guidance.

Any prohibited or unsafe items may be confiscated. Dangerous or illegal items will not be returned.

All significant searches are recorded, and parents are informed where appropriate. Any safeguarding concerns are referred immediately to the Designated Safeguarding Lead.

14. Recording and Use of Behaviour Data

Accurate recording is essential to effective behaviour management.

Significant and repeated incidents are recorded on CPOMS. This allows staff and leaders to identify patterns, track concerns and ensure appropriate support is in place.

The Headteacher regularly reviews behaviour data to identify:

- whole-school trends
- patterns across groups of children
- areas requiring further support

This ensures behaviour is actively monitored and informs both strategic decisions and day-to-day practice.

15. Suspensions and Exclusions

The school follows national guidance:

<https://www.gov.uk/government/publications/school-exclusion>

Detailed procedures for suspensions and permanent exclusions are set out in the school's Suspensions and Exclusions Policy.

Suspensions and exclusions are used only where necessary and as a last resort, in response to serious or persistent breaches of behaviour expectations.

The Headteacher is responsible for all decisions and ensures that they are lawful, reasonable and proportionate.

16. Inclusion and Support

Behaviour is closely linked to inclusion.

Where children experience difficulty with behaviour, staff must consider whether additional support is required. This may include support through SEND processes, wellbeing provision or targeted intervention.

The aim is always to support children to succeed within the school environment while maintaining clear and consistent expectations.

17. Monitoring and Review

The Headteacher, alongside governors, monitors the implementation and impact of this policy.

This includes reviewing behaviour data, observing practice and ensuring consistency across the school.

The success of this policy will be reflected in calm, purposeful classrooms, positive relationships and a consistent culture across the school.

18. Linked Policies

This Behaviour Policy should be read alongside the following school policies and guidance, which together support a consistent and inclusive approach to behaviour, safeguarding and wellbeing:

- Child Protection Policy
- Children's Mental Health and Wellbeing Policy
- SEND Policy
- Anti-Bullying Policy
- Suspensions and Exclusions Policy
- Health and Safety Policy
- Staff Code of Conduct

This policy is also underpinned by national guidance, including:

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Appendix: Behaviour Procedure

The following staged approach supports consistent responses to behaviour across the school.

Staff may move between steps based on professional judgement, particularly where behaviour is unsafe, aggressive or significantly disrupts learning.

	Behaviour Step	CPOMS	Actions
1	Non-verbal signal	None	Use non-verbal cues such as pause, eye contact or gesture.
2	Verbal reminder	None	Clear, calm reminder of expectations. Delivered privately where possible.
3	Time out in class	None	Short time to reset within the classroom. Expectations made clear. Restorative conversation before returning to learning. If repeated more than once, behaviour should be monitored and may be recorded.
4	Break time (reflection or completion of work)	None	Used where behaviour or lack of engagement has impacted learning. Children complete unfinished work or reflect on behaviour.
5	Time out in paired class	Yes	Child works in a partner class for a short, age-appropriate period (approx. 15 minutes). Work must be provided. Child is received calmly and without attention being drawn. Restorative conversation led by teacher before returning.
6	Lunchtime reflection (with SLT)	Yes	Child completes work or reflection with a senior leader where available. Focus on restorative conversation and resetting behaviour.
7	Senior Leader intervention	Yes	Child works with senior leaders. Parents informed. Behaviour support actions may be put in place.
8	Suspension / Exclusion	Yes	Used for serious or repeated behaviour. Decisions made by Headteacher in line with statutory guidance. Parents informed verbally and in writing. Behaviour plan implemented where appropriate.