



Behaviour Policy	
Date of last review	September 2026
Next review due date	September 2027
Approved by Head Teacher	

'Empowering children through sustainable, diverse, arts-enriched education'

Behaviour Policy

Positive behaviour for learning is essential to successful teaching and learning.

Introduction

At Thornhill Primary school, we aim to create a welcoming, positive, caring environment where relationships are based on respect. We believe that this in turn will develop a positive sense of self-esteem in all children. Staff at Thornhill are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of children. It is the joint responsibility of the headteacher and governing body to ensure that all members of the school community adhere to this policy, monitor its effectiveness and make necessary changes upon review.

At Thornhill Primary School our vision is to develop happy, motivated, empathetic, resilient and respectful pupils who are:

- Able to work together as a team
- Willing to embrace change
- Able to express themselves with confidence
- Willing to learn and aspire to be the best
- Able to give, receive and value feedback
- Able to understand their emotions and apply strategies to manage difficult decisions/situations.

Underpinning our school vision is a clear set of values that we believe applies not only in school but in real life. These core values will be explicitly taught to all children and will be held in the highest esteem and rewarded frequently across the school. They are:

Respect, Appreciation, Resilience, Aspiration, Friendship, Courage, Pride, Confidence, Kindness, Positivity, Love and Tolerance

Thornhill School Rules

We expect all children at Thornhill to follow the behaviours which are captured in our School Rules:

- Be kind and caring
- Be respectful of people and property
- Try your best
- Speak nicely to each other and listen while others are talking
- Follow instructions given by a member of staff



What kind of rewards do we use?

At Thornhill, the emphasis is on positive behaviour. It is important to us that as part of the process of maintaining a positive environment within our school, children's good behaviour is rewarded frequently. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly reminding them of their negative behaviour.

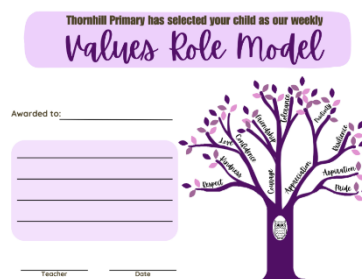
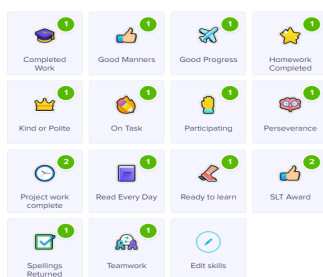
What does positive reinforcement look like at Thornhill Primary School?

- Nonverbal and verbal signals
- Dojos
- Stickers
- Value Certificates
- Role model certificates
- Bronze, Silver, Gold, Platinum certificates and badges

ClassDojo:

At Thornhill, we use an online reward system called ClassDojo. This gives all staff the ability to reward children with points that are immediately communicated with linked family members via a mobile phone application. We believe that this is a wonderfully visual way to support children in understanding their positive behaviours. This system is used in all classrooms in the school and also provides a nice simple platform for teachers to communicate with parents and vice versa. This means that we are always kept fully up to date with everyone's behaviour.

In class, teachers agree certain incentives with the children in their classes. For example, once a child has reached a milestone number of dojos, say 50, they can then choose from a list of previously agreed rewards. We have agreed to keep this flexible as we understand that each cohort of children is different from another and is motivated by different types of rewards.



Certificates & Celebration assembly

All children need and deserve to feel that their hard work and good behaviour is appreciated. At Thornhill, we place enormous importance on truly celebrating our core learning values.

To do this we use a range of certificates. Throughout each week, we celebrate the positive choices, attitudes and behaviours that reflect our school values. Each class will award two Values Certificates each day, recognising children who have demonstrated one or more of our values through their actions, relationships, learning or contribution to the school community. Staff can choose which value or values to recognise based on what they have observed that day, ensuring that children are regularly acknowledged and encouraged for their positive contributions.

On Fridays, our Values Assemblies provide an opportunity to celebrate two children from each class who have demonstrated our values consistently throughout the week. These children may have shown all of our values, made a particularly special contribution to the class or wider school community, demonstrated exceptional effort in their learning, overcome a challenge, or exceeded expectations. This weekly celebration recognises children who have made a sustained and meaningful contribution and provides an opportunity for the whole school community to celebrate their achievements.

How we manage and discourage unacceptable behaviour?



As a school, we understand that there are times when children need some support in managing their own behaviour. We refer to this as negative reinforcement and use it to demonstrate to children that their negative actions have consequences, particularly when they affect the learning of other children in the school. Negative or challenging behaviour can vary enormously in severity and so must be managed carefully and sensitively, but also decisively so that children learn to understand the weight of their actions, and so other children are not negatively impacted. Staff at Thornhill are encouraged to use their intuition when tackling challenging behaviour. They are empowered to use the following when necessary to address different sorts of behaviours.

Steps in behaviour	Examples of Behaviours	Possible Consequences	Actions
Green <i>All pupils start here each day</i>			Recognising and celebrating positive behaviour We actively encourage and celebrate positive behaviour throughout our school. Positive behaviour is recognised and rewarded.
Yellow Warning	· Unkind to others · Friendship Issues · Low Level disruption in the class · Rough Play · Small damage to school property – e.g., ruler or pencil broken · Ignoring an adult's instruction · Answering back · Refusing to answer · Refusal to work	· Remain in class to complete unfinished work with the class teacher · Use of Calm Areas to allow children to use calming strategies.	When children are on yellow (a reminder), they understand that their behaviour is their responsibility and they are supported to make the right choice through a gentle reminder and refocus on the activity or expectation. A restorative conversation will take place at an appropriate time (such as during playtime or lunchtime) to: • Help the child understand the impact of their behaviour • Identify what they need to do differently • Make it clear what change needs to be seen to avoid further sanctions.
Orange Time Out	· Repeated refusal to follow an instruction from an adult. · Walking away from an adult · Boisterous behaviour (pushing, shoving, etc...) · Disrespectful language towards an adult · Disrespectful language towards another pupil · Retaliation · Repeated Interruption · Swearing	· Movement to another area of the classroom for a short period of time to reflect e.g. clam corner. · Pupil to use own time to catch up on lost learning. · Restricted access to the playground · Loss of privileges · Incident recorded on CPOMS	A short time out will be offered to give the child an opportunity to reflect away from others and de-escalate the situation. This could involve the following: • Moving location within the classroom • Using the dedicated calm space in the classroom If this does not resolve the situation, then the child will spend time in the Reset and Reflect room. The length of time will be decided by a member of SLT, based on the severity of the incident and the individual circumstances of the child.
Red Serious Behaviour Incidents	· Repeated amber and Red Warning behaviours · Direct targeted threatening and intimidating behaviour · Physical aggression towards an adult · Physical aggression towards a child · Using objects to hurt others · Racist behaviour · Sexist behaviour · Homophobic behaviour · Significant damage to school property	· SLT informed and parents contacted · Restorative Conversation · Incident recorded on CPOMS · Internal exclusion for a period of time · Fixed Term Suspension · SLT to attend reintegration meeting with parents	For serious behaviour incidents, children will be removed from their classroom environment and expected to complete their learning in our Reset and Reflect room (internal exclusion). The length of time will be decided by members of the SLT, based on the severity of the incident. For repeat serious behaviour incidents or a singular extreme behaviour incident, a fixed-term suspension can be given. This type of suspension can only be decided and given by the headteacher.

Responsibilities of Parents/Carers:



Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. The key responsibilities of parents are below:

- To ensure children arrive on time for school and ready to work.
- To support the school when their child is at fault.
- To encourage children to sort out difficulties using appropriate words and not actions.
- To encourage manners and respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To attend meetings regarding children's behaviour and wellbeing.

More serious behaviours

The staff at Thornhill understand the importance of remaining positive with children at all times, ensuring that positive reinforcement is always used above negative reinforcement. However, we are also aware that certain types of behaviour are completely unacceptable and require a more serious response.

More serious behaviours may result in:

- Removal from the classroom to our Reset and Reflect room
- A fixed-term suspension
- In the most serious cases, permanent exclusion

Parents/carers will be informed immediately and invited into school for a meeting with the Deputy Headteacher and/or Headteacher.

Suspensions, exclusions and managed moves are a last resort in response to serious incidents, or a response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Removal from the classroom (internal support)

We may remove a pupil from their classroom and require them to spend time in our Reset and Reflect room when:

- Their behaviour is disrupting the learning of others
- They need time and space to regulate their emotions
- In-class behaviour management strategies have not been successful

The length of time will be decided by a member of SLT, based on:

- The severity of the incident
- The individual circumstances of the child, including any SEND or safeguarding concerns
- What is proportionate and will best support the child to re-engage with learning

We treat removal from the classroom as a sanction of last resort, not a routine part of behaviour management, because it can lead to pupils falling behind and becoming further disengaged.

The pupil will return to their classroom as soon as they are ready to re-engage positively. Staff will support the child to reintegrate and will discuss with them what they can do differently next time.

Lunchtime suspensions

In exceptional circumstances, we may issue a lunchtime suspension. This means the pupil is suspended from the school premises during the lunch period. Parents/carers will be required to collect their child at the beginning of lunchtime and return them at the end of lunchtime.

A lunchtime suspension is a formal suspension and will be recorded as such. It will count towards the total number of days a pupil has been suspended.



Fixed-term suspensions

The headteacher (or in their absence, the deputy headteacher) may suspend a pupil for a fixed period in response to serious or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This includes, but is not limited to:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence or sexual harassment
- Persistent disruptive behaviour that has not improved following in-school sanctions and interventions
- Damage to property
- Theft

Before deciding to suspend a pupil, we will:

- Consider whether the pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm, and raise concerns with the designated safeguarding lead (DSL) if appropriate
- Consider whether the pupil has an unidentified special educational need (SEN) or mental health need
- Consider whether continuing disruptive behaviour may be a result of unmet educational or other needs

When we suspend a pupil, we will:

- Inform parents/carers without delay, ideally by telephone followed by a letter
- Provide details of the suspension, including the reason, the length of the suspension, and parents'/carers' right to make representations to the governing board
- Set work for the pupil to complete during the suspension
- Arrange a reintegration meeting before the pupil returns to school

Reintegration meeting

A reintegration meeting will always be held before a child returns from suspension. This meeting will be chaired by a member of the Senior Leadership Team and will include:

- The pupil (where appropriate)
- Parents/carers
- The class teacher or relevant staff member

The purpose of the meeting is to:

- Support the pupil to reintegrate back into school life
- Discuss what happened and why
- Agree on strategies to prevent the behaviour from happening again
- Offer the pupil a fresh start

Permanent exclusion

Permanent exclusion is an extreme sanction and will only be used as a last resort in response to:

- A serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to permanently exclude a pupil will only be taken by the headteacher.

Before deciding to permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident was provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider the pupil's age and understanding
- Consider whether the behaviour may be linked to safeguarding concerns

This policy complies with the Equality Act 2010 and considers the SEND code of practice 2015.

