



THORNTON PRIMARY SCHOOL

Behaviour Policy

Love • Respect • Ambition

Mission Statement

Our Mission Statement, which was drawn up by the Staff and Governors, underpins every aspect of each pupil's academic, spiritual, moral, cultural and social development.

Each child is unique and will be valued, nurtured and inspired. They will learn in a caring, happy and safe environment where they will be challenged to reach their goals for the future.

This policy works in collaboration with the school's Behaviour Management Systems.

Legislative and Guidance Framework

This policy is informed by and should be read alongside:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- SEND Code of Practice: 0–25 years
- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE 2024)
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation Guidance
- Use of Reasonable Force in Schools Guidance
- Working Together to Safeguard Children
- Mental Health and Behaviour in Schools Guidance
- Thornton Primary School Moderate and Serious Behaviour Incidents
- Thornton Primary School Behaviour Management Systems 2025-2026
- Thornton Primary School Behaviour Rules
- Thornton Primary School Restrictive Interventions



The Governing Body recognises its responsibilities under the Equality Act 2010 to promote equality of opportunity, reduce discrimination and make reasonable adjustments for pupils with disabilities and additional needs.

The school recognises its statutory duty to safeguard and promote the welfare of all children.

Inclusive Ethos

Thornton Primary School is committed to maintaining a calm, safe, inclusive and nurturing environment where every child feels valued, respected and understood.

We recognise that behaviour is a form of communication and that some pupils, particularly those with SEND, SEMH needs, communication differences, attachment needs or experiences of trauma, may require differentiated support, reasonable adjustments and targeted intervention to help them regulate and succeed.

As a school with a high level of SEND need, including an 8-place SEMH SEND Unit, we are committed to ensuring that behaviour support is relational, restorative, compassionate and inclusive whilst maintaining high expectations for all pupils.

We believe children learn best when they feel emotionally safe, connected and understood.

General Principles

Everyone at Thornton Primary School, including Planet Club, recognises the importance of a positive atmosphere based on a sense of community, shared values and a whole-school approach to promoting positive behaviour.

We strive for the highest possible standards of behaviour and relationships. We believe that everyone connected with the school should play their part in helping pupils achieve this.

We also recognise the importance of personal, social, moral, spiritual and cultural education as a means of promoting mutual respect, self-discipline, resilience and social responsibility.

Behaviour support at Thornton Primary School focuses on:

- positive relationships;
- emotional regulation;
- restorative practice;
- consistency;
- inclusion;
- safeguarding;
- education through mistakes;



- high expectations for all.

Behaviour Policy Aims

- To promote positive behaviour, self-discipline and respect.
- To create a calm, safe and inclusive learning environment.
- To support pupils to regulate emotions and behaviour effectively.
- To prevent bullying, discrimination and harmful behaviour.
- To ensure pupils complete assigned work and engage positively in learning.
- To regulate the conduct of pupils fairly and consistently.
- To maintain high expectations while recognising individual needs.
- To ensure behaviour systems are inclusive for pupils with SEND and SEMH needs.
- To develop pupils' independence, resilience and responsibility.

Our School Rules

- Be Responsible for your behaviour and your learning.
- Be Ready to work hard, listen and do as you are asked.
- Be Kind — respect yourself, our community and our school.

Our Key Learning Behaviours

- Active Listening
- Resilience
- Pride

Supporting Regulation and Positive Choices

The school recognises that some pupils may experience periods of emotional dysregulation and require support to regulate before they are able to reflect, repair and learn.

All adults are expected to use calm, consistent and emotionally available approaches when supporting pupils.

The school promotes the shared behaviour regulation mantra:

“Pause, Think, Choose”

Adults will explicitly model and reinforce this approach to support pupils to:



- pause before reacting;
- think about feelings, consequences and possible responses;
- choose safe and positive behaviour.

Where appropriate, adults may scaffold this process verbally for pupils during moments of conflict, anxiety or dysregulation.

Staff should avoid confrontation, raised voices or lengthy discussions during moments of dysregulation.

Regulation Areas and Safe Spaces

Thornton Primary School recognises that some pupils require structured opportunities and environments to regulate emotions and sensory needs.

Regulation areas are available throughout school and may be used proactively or responsively to support pupils in:

- reducing emotional overload;
- managing anxiety or distress;
- regulating sensory needs;
- preparing to return successfully to learning.

The use of regulation areas:

- is not a punishment;
- should be purposeful and time-limited;
- should support co-regulation and self-regulation skills;
- should enable pupils to return to learning safely and successfully.

Staff may support pupils using:

- sensory strategies;
- movement breaks;
- breathing techniques;
- emotional check-ins;
- visual supports;
- restorative conversations;
- calm spaces.

Where a pupil's behaviour presents a risk to themselves or others, staff will take appropriate steps to reduce risk whilst maintaining the dignity and safety of all involved.



Roles and Responsibilities

Governors

The Governing Body sets the principles that inform this policy and reviews the policy annually.

Governors recognise their responsibilities under:

- the Equality Act 2010;
- safeguarding legislation;
- SEND legislation;
- current DfE guidance.

Governors ensure that behaviour systems are fair, inclusive and compliant with statutory guidance.

Parents and Carers

Thornton Primary School recognises the vital role parents/carers play in supporting positive behaviour and emotional wellbeing.

Parents/carers are expected to:

- support the school's Behaviour Policy;
- work in partnership with staff;
- communicate concerns promptly;
- reinforce positive behaviour expectations;
- attend meetings where appropriate.

The school values collaborative relationships with families and recognises that successful outcomes are strongest when home and school work together.

Pupils

Pupils are expected to:

- follow school rules;
- show respect to others;
- take responsibility for behaviour and learning;
- engage positively in restorative conversations;
- seek support when needed.

Pupils will be supported to learn from mistakes and develop positive self-regulation skills.



Staff

All staff are responsible for:

- modelling positive behaviour;
- maintaining high expectations;
- using consistent approaches;
- preserving pupil dignity;
- supporting regulation;
- recognising individual needs;
- implementing reasonable adjustments where required.

Staff will use restorative and relational approaches wherever possible.

Preserving Dignity and Respect

All staff must maintain the dignity and emotional wellbeing of pupils when responding to behaviour incidents.

Adults should avoid:

- publicly discussing or analysing a child's behaviour;
- reprimanding pupils in front of peers where possible;
- using sarcasm, humiliation or shame;
- escalating situations through confrontation.

Sensitive conversations should take place privately wherever possible and only when the child is calm enough to engage.

The school recognises that discussing a child's behaviour publicly can increase shame, anxiety and dysregulation and may negatively impact relationships and self-esteem.

Rewards and Recognition

We use a wide variety of strategies to promote positive behaviour and celebrate success.

These include:

- verbal praise;
- recognition during our Celebration Assemblies;
- Moving through Bronze, Silver and Gold
- celebration of learning behaviours;



- Headteacher and SLT recognition.

Positive reinforcement is used consistently to build confidence, self-esteem and motivation.

Advice for Staff

- Behaviour must always be approached calmly, fairly and consistently.
- Pupils learn through mistakes and require opportunities for reflection and repair.
- Staff should focus on educating rather than punishing.
- Expectations and consequences should be communicated clearly.
- Staff should consider whether behaviour reflects an unmet need or dysregulation.
- Restorative conversations should take place once the child is emotionally regulated.
- Consistency across all adults is essential.

Restorative Approaches

Restorative conversations are used to support pupils to:

- understand impact;
- repair relationships;
- rebuild trust;
- reflect on choices;
- identify positive next steps.

Restorative discussions should take place when the child is calm and emotionally regulated enough to engage successfully. This is there to ensure our children learn from poor behaviour choices and can put things right again.

Sanctions

The law states that teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected.

Any sanctions used:

- must be lawful, reasonable and proportionate;
- must take account of SEND and disability;
- should preserve dignity;
- should support learning and reflection;
- should never humiliate or shame.



Our school recognises that some pupils may require additional support to regulate behaviour and emotions.

Support may include:

- Behaviour Mentor support;
- Family Learning Mentor support;
- class-based support;
- Individual Graduated Response Plans (IGRPs);
- risk reduction plans;
- regulation strategies;
- outside agency involvement.

Professional Judgement and Individual Circumstances

Whilst Thornton Primary School is committed to applying its Behaviour Policy and Behaviour Management Systems consistently, we recognise that consistency does not always mean treating every child in exactly the same way. In order to ensure fairness, inclusion and equity of opportunity for all pupils, there may be occasions where professional judgement requires a response that differs from the standard behaviour procedures. When determining an appropriate consequence or support, staff will consider the individual circumstances of the child, including their age, stage of development, identified special educational needs or disabilities (SEND), communication needs, family circumstances, home support, safeguarding considerations and any other relevant factors that may influence their behaviour. Decisions will always be lawful, reasonable, proportionate and made in the best interests of the individual child whilst also protecting the safety, wellbeing and learning of the wider school community. This approach reflects our commitment to high expectations, reasonable adjustments where appropriate, and ensuring that every pupil is supported to succeed.

Individual Graduated Response Plans (IGRPs)

For some pupils, particularly those with SEND, SEMH needs or identified barriers to regulation and learning, an Individual Graduated Response Plan (IGRP) may be implemented.

These plans provide a personalised and graduated approach to supporting behaviour, emotional regulation and wellbeing. They are designed to identify:

- strengths;
- triggers and barriers;
- effective regulation strategies;
- reasonable adjustments;



- supportive responses from adults;
- proactive interventions;
- restorative approaches;
- agreed targets and outcomes.

IGRPs are developed collaboratively with:

- school staff;
- the pupil where appropriate;
- external professionals where required.

Plans are regularly reviewed using the graduated approach:

- Assess
- Plan
- Do
- Review

The purpose of an IGRP is to support pupils successfully within school, reduce barriers to learning and promote long-term emotional regulation, independence and positive outcomes.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

Thornton Primary School takes all forms of bullying seriously, including:

- prejudice-based bullying;
- cyberbullying;
- discriminatory bullying;
- child-on-child abuse.

Stopping violence and ensuring immediate physical safety is always a priority. Emotional wellbeing and psychological safety are equally important.

All incidents will be addressed in line with the school's Anti-Bullying Policy and Safeguarding Policy.

Team Teach and Positive Handling

Thornton Primary School is committed to using preventative strategies, de-escalation and relational practice wherever possible.



Staff are trained to use calm, safe and respectful approaches to behaviour support. Staff training includes:

- Level 1 Team Teach training for relevant staff;
- Level 2 Team Teach training for designated staff with enhanced responsibilities.

Physical intervention will only ever be used:

- as a last resort;
- when necessary to prevent injury or serious harm;
- in the least restrictive way possible;
- for the shortest time necessary;
- in accordance with statutory guidance and Team Teach principles.

Reasonable force is never used as a punishment.

Following any significant incident:

- records will be completed;
- parents/carers will be informed;
- restorative support will be offered;
- debrief opportunities will be provided.

Please read the restrictive Interventions Appendix for further information.

Special Educational Needs and Disabilities (SEND)

Thornton Primary School recognises that pupils with SEND may experience difficulties with:

- emotional regulation;
- communication;
- sensory processing;
- social interaction;
- executive functioning;
- anxiety and stress responses.

Behaviour responses will always consider:

- the individual needs of the pupil;
- developmental age;
- communication profile;
- identified SEND;
- SEMH needs;
- trauma experiences;
- safeguarding factors.



The school acknowledges that behaviour may at times reflect an unmet need or difficulty with regulation rather than intentional defiance.

Reasonable adjustments may include:

- adapted communication;
- visual supports;
- movement or sensory breaks;
- regulation support;
- differentiated consequences;
- Individual Graduated Response Plans (IGRPs);
- risk reduction plans;
- additional adult support.

The school uses a graduated approach:

- Assess
- Plan
- Do
- Review

Where appropriate, external agencies may also support pupils and families.

Safeguarding

When sanctions are given, consideration must always be given as to whether behaviour may indicate:

- unmet needs;
- safeguarding concerns;
- mental health difficulties;
- trauma;
- abuse or neglect.

Where appropriate, safeguarding procedures will be followed in line with the school's Safeguarding Policy.

Online behaviour, cyberbullying and child-on-child abuse will be addressed in line with safeguarding procedures.

Suspensions and Permanent Exclusion

Our school does not use suspension as a primary behaviour management strategy.

Our Headteacher may use:



- internal suspension;
- fixed-term suspension;
- permanent exclusion.

Only where necessary and in line with statutory guidance.

Decisions will always consider:

- the needs of the individual pupil;
- SEND and Equality Act duties;
- safeguarding responsibilities;
- the safety and wellbeing of the wider school community.

For further information, please read our Moderate and Serious Incidents Appendix.

Following a suspension, a reintegration meeting will be held with the pupil and their parents/carers before the pupil can return to school. This meeting is an important part of our commitment to ensuring that every child feels supported, valued, and able to succeed within our school community. The meeting will provide an opportunity to reflect on the incident, discuss the impact of the behaviour on others, and identify the underlying causes or support needs that may have contributed to the situation. In keeping with Thornton Primary School's restorative approach, the discussion will promote accountability, respectful communication, and the rebuilding of positive relationships. Together, school staff, the pupil, and parents/carers will agree clear expectations, supportive strategies, and a positive reintegration plan to help the pupil return to learning successfully and make positive choices moving forward.

Equality and Monitoring

Behaviour data will be monitored and analysed by:

- SEND;
- SEMH need;
- gender;
- ethnicity;
- pupil premium;
- looked after status;
- vulnerability groups.

This helps ensure fairness, inclusion and compliance with the Equality Act 2010.

Monitoring and Review

This policy will be reviewed annually by the Headteacher and Governors.



Evaluation will include:

- behaviour trends;
- pupil wellbeing;
- safeguarding considerations;
- staff training needs;
- pupil voice;
- parent/carers feedback;
- inclusion and equality monitoring.

The policy links with:

- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Complaints Policy
- Use of Mobile Phones Policy

Signed: David Ashcroft

Date: September 2026

Review Date: September 2027