



THORNTON PRIMARY SCHOOL

Love • Respect • Ambition

Moderate/Serious Behaviour Incidents

All incidents will be investigated in line with the school's Behaviour Policy and Safeguarding and Child Protection Policy, with due regard to statutory guidance, including Keeping Children Safe in Education 2026 (in force from 1 September 2026), the DfE Behaviour in Schools guidance and the current guidance on suspension, permanent exclusion and restrictive interventions.

Both the victim(s) and the pupil(s) involved will be given the opportunity to share their account. The school will ensure that pupils are listened to and supported before any sanction is applied, while recognising that safeguarding action must not be delayed where there is a concern.

All incidents will be formally recorded. Where an incident may indicate abuse, neglect, child-on-child abuse, exploitation or another safeguarding concern, the concern, actions taken, decisions and rationale will be recorded through the school's safeguarding systems and referred to the Designated Safeguarding Lead as appropriate.

The following behaviours are considered moderate to serious incidents. Any such incident will be formally recorded and investigated by the Headteacher or, in their absence, a member of the Senior Leadership Team. This list is not exhaustive; the school will consider the context, impact and individual circumstances of each incident.

<u>Category of behaviour</u>
Offensive or Discriminatory Language Including repeated swearing, homophobic, racist, discriminatory, sexualised or targeted derogatory language. Where behaviour relates to a protected characteristic or may indicate bullying, harassment or abuse, safeguarding and equality considerations will be addressed.
Repeated Disruptive Behaviour Persistent disruption that significantly impacts teaching, learning, or the safety and wellbeing of others, including behaviour that continues despite appropriate support, intervention and reasonable adjustments.
Purposeful Damage Deliberate damage to school property or the property of others, including significant or repeated damage.
Risk of Harm Behaviour that puts the pupil themselves or others at risk of harm, including serious unsafe or threatening behaviour, possession or use of an object as a weapon, or serious online behaviour causing or likely to cause harm.
Intentional Physical Assault



Including hitting, kicking, spitting, biting, throwing objects, or using any object as a weapon against a child or adult. The circumstances, impact, SEND or disability, safeguarding needs and any reasonable adjustments will be considered.

Child-on-Child Abuse, Sexual Harassment, Sexual Assault or Harmful Sexual Behaviour

Any report, allegation or concern involving child-on-child abuse, sexual harassment, sexual violence or harmful sexual behaviour, including behaviour online or outside school where it affects pupils or the school community. Inappropriate behaviour will not be dismissed as “banter” or simply part of growing up.

Suspension (Fixed-Term Exclusion)

Following investigation, if a decision is made to issue a suspension, the Headteacher will consider the incident and a range of factors, including but not limited to:

- The impact, seriousness and context of the incident, including any safeguarding concerns.
- Whether there is a pattern of behaviour and what support, interventions or reasonable adjustments have already been provided.
- The pupil’s age, maturity, development, SEND or disability, views, needs and individual circumstances.
- Whether the proposed response is necessary, lawful, fair and proportionate and whether it will affect the pupil’s education, wellbeing or safety.
- Relevant information from the pupil, parents/carers and staff, while ensuring safeguarding action is not delayed.

Suspension will only be used where it is a proportionate response and in line with the DfE statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026. Suspension will not be used as a substitute for safeguarding action, SEND support or reasonable adjustments.

Where pupils need to be separated temporarily to protect them or others while an incident is investigated, the school will distinguish this safeguarding measure from a formal suspension and maintain appropriate supervision, support and educational provision.

Restrictive Intervention

Any restrictive intervention, including the use of reasonable force, will be used only where necessary, proportionate and lawful, with prevention, de-escalation and positive behaviour support prioritised. Significant incidents will be recorded and reported to parents/carers in line with the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. Staff practice and incident data will be reviewed to reduce the need for restrictive intervention, particularly for pupils with SEND.

Permanent Exclusion



In exceptional circumstances, the Headteacher will liaise with the Senior Leadership Team and Governing Body to determine whether a permanent exclusion is appropriate, in accordance with statutory guidance.

Permanent exclusion will only be used as a last resort where necessary and proportionate to:

- Ensure the safety and wellbeing of pupils and staff.
- Prevent serious harm or an ongoing significant risk.
- Maintain a calm, safe and supportive environment in which pupils can learn.
- Respond appropriately where other reasonable and lawful strategies have been considered and are insufficient.

Decisions will take account of the pupil's circumstances, including SEND or disability, reasonable adjustments, safeguarding needs and the pupil's views where appropriate. Any managed move or off-site direction will only be used where lawful and appropriate under current DfE guidance and not to avoid the formal exclusion process.

Safeguarding Considerations

Where an incident involves sexual assault, sexual harassment, harmful sexual behaviour, child-on-child abuse, exploitation, violence, bullying, discrimination or another safeguarding concern, safeguarding will take priority at all times. Behaviour sanctions will not replace safeguarding action.

- Follow the school's Safeguarding and Child Protection procedures and involve the Designated Safeguarding Lead where appropriate.
- Consider the wishes, feelings, safety and support needs of the child who has experienced harm, while responding fairly and appropriately to the pupil whose behaviour has caused concern.
- Consider referrals to children's social care, the police or other agencies where appropriate.
- Provide appropriate pastoral, educational and safeguarding support to pupils involved.
- Consider links to bullying, discrimination, online behaviour, vulnerability, SEND or other underlying needs.
- Ensure parents/carers are informed appropriately, subject to safeguarding considerations.

School Ethos

Thornton Primary School is committed to a restorative, inclusive and educational approach to behaviour. Our response is rooted in our values of Love, Respect and Ambition and seeks to maintain a calm, safe and supportive environment in which every pupil can learn and belong.

Following any incident, support will be provided to both the pupil who has experienced harm and the pupil responsible, as appropriate, to promote reflection, learning, repair and positive future behaviour. Restorative work will only be undertaken when it is safe and appropriate and will never replace safeguarding action.

The school recognises that behaviour can communicate unmet needs. Responses will therefore be consistent, inclusive and proportionate, with appropriate consideration of SEND, communication needs,



developmental stage, trauma, vulnerability and reasonable adjustments. High expectations for behaviour and safe conduct remain in place for every pupil.

Attendance and behaviour will be considered together where appropriate. Where absence, persistent lateness or behaviour may be linked to unmet need, the school will listen to pupils and families, identify barriers and work collaboratively to put support in place in line with the DfE attendance guidance.

The school will also respond to bullying, intimidation or harassment directed towards staff, including online behaviour, in accordance with school procedures and the DfE guidance published in July 2026. Staff are entitled to be safe, respected and supported.

Behaviour records will be reviewed to identify patterns, underlying needs and opportunities for early intervention. Leaders will use this information alongside safeguarding, SEND and attendance data to evaluate support, identify recurring concerns and inform school improvement.

Where significant incidents have involved restrictive intervention, exclusion, child-on-child abuse or other safeguarding concerns, leaders will review the effectiveness of the response and identify any actions needed to reduce future risk.

Signed: Mr David Ashcroft, Headteacher

Date: September 2026

Review Date: September 2027

To be agreed by the Staffing, Finance and Resources Committee on 03/11/2026