



PETERBOROUGH KEYS
ACADEMIES TRUST

THORPE PRIMARY SCHOOL



CHALLENGE · INSPIRE · SUCCEED

BEHAVIOUR POLICY Academic Year 2023/24

January 2024

Approved by Trust Board:
Date of Next Review: January 2025

School Behaviour Policy

1. Introduction

Thorpe Primary School is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly environment should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all children feel valued. We will teach children to take responsibility for their own actions and to accept the consequences of their choices. We approach all anti-social behaviour with a restorative approach, teaching children how to behave differently in the future. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

2. Legislation and Guidance

This policy is based on the following guidance from the Department for Education (DfE) and UK laws:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting learners with medical conditions at school](#)

[Keeping Children Safe in Education \(KCSiE\) 2023](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among children
- To state what is expected of children
- To state what is expected from parents and carers
- To provide guidance on recognition of good (pro-social) and poor (anti-social) behaviour
- To ensure that staff are seen to be fair and consistent

4. Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Equality and Diversity
- Anti-bullying
- Responding to Prejudice Related Incidents
- Suspensions and Exclusions
- Home-School Agreement
- Intimate Care Policy

5. Scope and Publication

This policy is publicised to all parents, children, and staff in writing at least once a year. The policy is also provided via the school website. This policy can be made available in large print or other accessible formats if required.

6. Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

Board of Trustees

The Board of Trustees will approve the behaviour policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with anti-social behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling pro-social behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents as per guidance

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules (Ready, Respectful, Safe) and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Adhere to the Home-School agreement
- Discuss any behavioural concerns with the class teacher/other staff promptly

7. Conduct

Children are expected to be ready to learn every day, respectful, polite and kind towards each other, school staff and others, and behave safely. Children are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy.

Children, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, disabilities including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the schools and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Children are required to observe the following basic rules in the classroom:

- Show they are ready to learn at the beginning of lessons and when the adult asks them to listen
- Demonstrate active listening towards adults and peers
- Arrive on time to school and to all lessons
- Act in a safe manner always, highlighting any unsafe behaviour / situation to an adult as soon as possible
- Follow instructions promptly and accurately
- Work hard in all lessons, trying their best and seeking support when needed

Children are required to observe the following basic rules outside of lessons whilst on the school site

- Move around school in an orderly manner, always showing 'fantastic walking' inside of the building
- Play respectfully with peers, seeking support from adults or Peer Mediators to resolve any conflict
- Keep noise to a minimum, being ready to follow instructions when given a signal by an adult
- Be safe and courteous at all times on the school site and in the community

The school has policies which set out in detail the expectations of conduct for staff and Academy Committee members (Code of Conduct and Behaviour Handbook), and parents/ visitors to the school (Unreasonable Behaviour Policy).

8. Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for pro-social behaviour within the classroom.

They will:

- Promote pro-social behaviour in the classroom, with positive recognition (verbal and non-verbal praise, stickers, raffle tickets, praise pads, postcards, phone calls home)
- Plan for good behaviour with recognition boards that focus on learning behaviours
- Use effective strategies to address behavioural issues in the classroom promptly and effectively (quite word with individual, walk and talk conversations, use of scripts, change of seating)

Specific support for children

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adjusted to cater to the needs of the child.

The school understands that disruptive behaviour can be an indication of unmet needs. The school's Special Educational Needs and Disability Coordinator (SENDCo) and/or other therapeutically trained staff (Behaviour Lead, Pastoral Mentor, Pastoral Phase Leaders) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a child, we will analyse the behaviour and plan support for that child and, when appropriate, liaise with external agencies. We will work with parents to create the plan and review it on a regular basis.

9. Searching children

School staff can search children with their consent for any item or without consent if the item is of immediate danger to the individual or others.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search children or their possessions without consent, where they have reasonable grounds for suspecting that the child may have a dangerous or prohibited item. Items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and e-cigarettes, lighters and matches
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the child)

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a child or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the child being

searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a child of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a child, for example on school trips or in training settings.

Staff may confiscate, retain or dispose of a child's property as a consequence where it is reasonable to do so. For example, vapes, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the child but may be returned to the parent / carer.

10. Phones and other electronic devices

Thorpe Primary School is a 'mobile free zone'. However older children, who have been given permission by their parents / carers to walk home alone, may be permitted to bring a phone into school. A request from the parent / carer must be received in writing. These phones must be handed to the class teacher on arrival and collected at the end of the day. Phones will be stored in a locked box which is placed in a cupboard in the classroom.

11. Physical Contact with Children

In accordance with section 9 of the Code of Conduct there are occasions when it is entirely appropriate and proper for adults to have physical contact with children, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the child's individual needs and any agreed care plan. In situations requiring intimate care staff will follow the Intimate Care Policy.

Situations where physical contact with children may occur include:

- handwriting (modelling / guiding)
- PE lessons (demonstrating, modeling, supporting)
- music lessons (modelling / guiding)
- transitions from one space to another (guiding with hands on shoulders/back, hand holding)
- giving support with dressing (tying shoelaces, putting items on such as jumpers / shoes / coats / costumes)
- administering first aid
- when a distressed child needs comfort and requests reassurance (hand on shoulder/arm, embrace) or
- informal or formal touch (giving reassurance, congratulating)

If physical contact with a child is not initiated by the child, but by the adult then the adult will always ask permission beforehand or notify the child of the actions they intend to take.

Physical contact in Early Years

Across school physical contact is made with pupils in response to their needs at the time. It is of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. In Reception and Nursery there is a greater need to support children physically as they learn school routines. It is vital that children feel physically comfortable and safe and being touched, cared for and having their personal needs met (such as nose wiped) is critical. Adults will listen, observe and take note of children's reactions or feelings and – so far as possible – use a level of contact which is acceptable to the child for the minimum time necessary. Occasionally children will require support in the transition from parent / carer to the member of staff, if they are reluctant to leave the parent or school. Staff will always talk with the parent / carer regarding the best action.

Use of reasonable force/ physical handling

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- causing disorder
- hurting themselves or others
- damaging property
- violent behaviour
- dangerous behaviour

The Headteacher, and staff members authorised by the Headteacher, can use such force as is reasonable when searching a child without consent for dangerous items.

Incidents of restraint / physical intervention must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- where possible, be part of an agreed next step following a discussion with a member of the senior leadership team
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force • the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow-up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate.

12. Recognition of Behaviour (rewards and consequences)

Rewards

We believe that rewards can be more effective than sanctions/consequences in motivating children. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by children.

The following are examples of areas considered to be worthy of individual recognition:

- outstanding effort or achievement in extra-curricular activities
- consistently improved standards of work

- good or outstanding pieces of work
- effort in class or for homework
- consistently respectful behaviour towards adults and/or peers
- contributions to the school or local community

The foundation for the achievement of pro-social behaviour will involve praise, rewards, and sound relationships between teachers and children. We may recognise children in the following ways:

- verbal and non-verbal praise by staff
- class rewards
- personalised messages to parents (praise pads / postcards / electronic / phone calls)
- special privileges
- certificates

Consequences

The school understands that the use of consequences/sanctions must be reasonable and proportionate to the circumstances and that account must be taken of a range of individual needs in determining the appropriate use of such consequences, including any special educational needs or disability and any religious requirements affecting the child. We understand that it is important for consequences to be used consistently and for teachers and other staff to make it very clear to the recipient why a consequence is being applied. Thorpe Primary School has a range of consequences, educational, protective and motivational, that may be implemented as appropriate. Sometimes a combination of consequences is required to ensure a restorative approach is followed.

Consequences include:

- breaktime/lunchtime missed to reflect on the incident and/or complete restorative work
- breaktime/lunchtime/after school time to complete curriculum work that has not been completed
- time spent completing repairs, role-playing or rehearsing how to act in a pro-social way
- communication to parents (spoken or written) and discussion of next steps
- withdrawal of privileges and/or responsibilities (temporarily or permanently)
- differentiated teaching space, increased staff ratio
- time spent away from peers (learning time or play time) as part of an internal seclusion
- temporary suspension from school
- permanent exclusion from school

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police should be notified of the disciplinary action taken. The police will always be informed where the child's behaviour is criminal or poses a serious threat to a member of public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

13. Beyond the school gate

This policy applies to all children at Thorpe Primary School when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when children (this is not an exhaustive list):

- are taking part in any school organised or school related activity
- are travelling to or from school.
- are wearing school uniform
- are in some way identifiable as a child within our school or Peterborough Keys Academies Trust (PKAT)

- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another child or member of the public
- could adversely affect the reputation of the school or PKAT

The school is committed to ensuring our children act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools or settings
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of the school.
- Protection for individual staff and children from harmful conduct by children of the school when not on the school site.
- The same behaviour expectations for children on the school premises apply to off-site behaviour.

14. Zero-tolerance approach to sexual harassment and/or violence

The school will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable and immediate response, and never ignored.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Children are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

The school will follow the following statutory guidance: Keeping Children Safe in Education (KCSiE) 2023 and the Child Protection and Safeguarding policy - please refer to these for more information.

15. Learner transition from other schools

To ensure behaviour is continually monitored and the right support is in place, information relating to a child's behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

16. Exclusions/Suspensions

Permanent exclusions or temporary suspensions are possible consequences for a breach of this policy. The school will follow government guidance on exclusions. Please refer to the Academy's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and

reviews.

Permanent Exclusion or Temporary Suspension is at the discretion of the Headteacher and can include but is not limited to the following:

- Persistent difficult or dangerous behaviour which disrupts learning of others
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- Extreme defiance or rudeness
- Refusal to go to, or poor behaviour when completing an internal seclusion
- Theft, blackmail, physical violence, threatening behaviour or intimidation
- Discriminatory behaviour associated with a protected characteristic as defined by HM Government [List of Protected Characteristics](#)
- Bullying as defined by HM Government [Bullying at School](#) including use of social media and/or technology ('cyber bullying')
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images (including via a mobile phone or other device)
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti (not limited to school property)
- Cheating
- Being in possession of or dealing in a prohibited item as listed in Section 9
- Making malicious allegations against staff (see Section 17)

17. Malicious allegations against staff

Where a child makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

18. Staff training

Our staff are provided with training in behaviour management, including the use of de-escalation strategies and a restorative approach to consequences. We follow a therapeutic approach where we believe that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo). The relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. All teaching staff are given a copy of the Paul Dix book *When the adults change, everything changes* and our continued professional development for all staff is based on this book and the resources from [Cambridgeshire Therapeutic Thinking](#). In addition, a staff handbook is supplied to all members of staff for reference.

19. Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

20. Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively nor adversely impacts on the calm and orderly environment of Thorpe Primary School.

21. Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support learners, they include:

- increased communication between home and school
- individual plans, such as Strategy Overview, Risk Reduction, Predict and Prevent and Assess, Plan, Do, Review
- support from the SENDCo (Special Educational Needs and Disability Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy and other proactive therapeutic strategies including emotion regulation and the use of therapeutic tools
- Work with external providers such as the Behaviour Panel and NHS Mental Health Support Teams

22. Behaviour Curriculum

It is important to proactively teach all children excellent behaviour. This occurs during daily interactions where pro-social behaviours are role-modelled by adults (meet and greet), assemblies and timetabled lessons, a coherent behaviour curriculum will be taught to all learners.

23. Resolving issues

If it is appropriate children may be required to resolve an incident with all parties affected by their poor behaviour. This will be accomplished through restorative practices with a trained member of staff.

24. Monitoring, evaluation and review

The Headteacher and SLT will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number of postcards sent to parents as part of positive recognition
- consequences including suspensions and permanent exclusions – number of, and analysis of behaviour
- number of incidents, analysis of behaviour and impact of targeted intervention
- instances of bullying and action taken

This effectiveness of this policy will be reviewed at least once a year by the Academy Committee. The policy will be reviewed every year by the Trust.

25. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help children at Thorpe Primary School to make better choices and learn the pro-social behaviours that they need to be lifelong learners and productive members of our community.