

Local Behaviour Protocol 2025/26.

Name of School: Thorpe Primary Academy

This should be read in conjunction with the Trust's Behaviour Policy

At Thorpe, we have a therapeutic approach to behaviour management, based on Paul Dix (When the Adults Change, Everything Changes) and Cambridgeshire Therapeutic Thinking. We maintain high expectations for all children to act in a valued way: being kind and helpful towards others, considering the feelings of others and the impact of their behaviour, and treating everyone with respect. We rigorously enforce our school rules: Ready, Respectful and Safe.

1. Managing behaviour in lessons

Consistency is key, and to achieve this all members of staff refer to our Behaviour Handbook which provides guidance for behaviour management throughout the academy. To ensure disruption free learning, children's provision is carefully planned considering all individual needs. Teachers use many strategies, including meet and greet, recognition boards, positive recognition and verbal praise to promote valued behaviours. Following unsocial and detrimental behaviours, adults use a variety of strategies, such as quiet 1:1 conversation using microscripts, or restorative work. Educational and protective consequences are always used following all incidents of poor behaviour. Any behaviour that does not meet the high expectations is responded to consistently with consequences. All incidents are recorded on the Incident Log, which is regularly monitored by senior leaders. Where necessary, children have individual behaviour plans and analytical tools are used, alongside targeted intervention and external support.

2. Managing behaviour outside of lessons (eg corridors, playground, canteen)

High standards and the three school rules are continued across the academy in all areas. All adults in the academy use positive recognition to promote good behaviour outside of the classroom, such as 'fantastic walking' and 'super sitting'. Microscripts are also used to address poor behaviour and conduct restorative conversations. All support adults are trained in emotion coaching. Our Behaviour Handbook provides guidance on educational and protective consequences. There are clear reporting systems and robust consequences following any breach of school rules. Taught routines for transitions and playground zones ensure a calm, well-ordered environment at all times.

3. Sanctions/Consequences

Depending on the severity of the behaviour, one of the following consequences will be applied:

- Restorative / reflective conversation at break, lunchtime or learning times, for low-level anti-social behaviour
- Protective consequences at break or lunchtimes, such as not playing with peers or increased adult ratio
- Educational consequence at break, lunchtime or learning times, such as reflective work, repair of items / relationships
- Internal seclusion (alternative year group; half or whole day), to complete missed work or to spend time away from peers
- Internal seclusion (Head's office; half or whole day), following dangerous or serious incidents, sometimes used instead of a suspension if there are attendance or safeguarding concerns
- Suspension – duration decided by the Headteacher, based on incident and severity of behaviour
- Permanent Exclusion- Headteacher – as per Trust policy and DfE guidance

All sanctions / consequences need to be reasonable and proportionate. When judging which consequence will be applied, the adults will look at: the nature of the incident; the past behaviour record of the learner; conduct during the investigation; and any pertinent mitigation. Parents will be involved in early stages of a concern.

4. Rewards

We believe in rewarding good conduct and showing the school's values. As 'One Community Growing Together' we work with parents, pupils and staff to maintain high standards. We want all children to be the best they can be and achieve their full potential. Positive behaviour is praised, verbally and on class recognition boards. Half-termly, teachers send postcards home to parents to recognise positive efforts and achievements of individual pupils. Adults use stickers, raffle tickets and table points to reward children daily. Year groups can use whole class rewards half-termly to promote positive behaviours. Children work together as a team towards these rewards. Other rewards across school include Golden Tickets, at lunchtimes focussing on Rights Respecting Behaviours, and the use of positive affirmations, verbally and on TV screens in school. All adults have praise pads, so they can give individual recognition.

5. Discretion

No behaviour protocol can cover all eventualities. The Headteacher reserves the right to use discretion to help Thorpe Primary Academy learners make better choices and learn the right lessons.