Behaviour Policy

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Statement of Intent

As part of our school's aims to promote a happy and successful school, in which the children Learn, Thrive, and are celebrated on a daily basis.

Our pupils are always encouraged to reflect on how their *behaviour and actions* affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom, around the school grounds and within the wider community.

At Thorntree Academy good behaviour is a school priority. A calm, orderly environment is essential if children are to learn most effectively and teachers are able to teach throughout the day. It is the responsibility of Thorntree Academy to provide the environment to ensure that pupils and teachers can make most use of lesson time for the real purpose of education.

We have high expectations of the behaviour for children in our school and want Thorntree Academy to be a school where being kind, considerate, understanding, honest, hardworking and a good listener is valued highly and encouraged by all members of the community. This will be done through the recognition of positive role models and praising and rewarding positive behaviour.

'The standard you walk past, is the standard you accept' – Chief of the Army, Lieutenant-General David Morrison.

As a whole school community, we will demand standards of excellence from each other and, as such, all take on responsibility for how behaviour can be a positive force within school. To achieve this, we will place the expectation to be a role model on each other.

Across school we expect children to:

- demonstrate good manners, such as, please, thank you, excuse me.
- hold a door open for an adult/child or a class on the move
- show respect for the environment by picking up jumpers off the floor, not throwing litter, careful storage of lunchboxes etc
- walk inside the building and wherever possible on the left hand side of corridors
- walk quietly when moving around the school as a class, such as to assembly, the Hall or out to play to do so with respect for others.

This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose.

This Behaviour Policy links to additional school policies:

- Safeguarding and Child Protection Policy
- PSHE Curriculum Intent
- Anti-Bullying Policy

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the consequences, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central. As a school we recognise that we may need to take a lead in consulting and communicating with other agencies. Where behaviour concerns intersect with safeguarding, SEND, or family support needs, the school will work with external agencies as part of a **multi-agency safeguarding approach**.

Ethos

Through this policy our Ethos will:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour;
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour;
- Ensure our children grow up aware of these rights and will learn to respect these rights for themselves and for others;
- Ensure children will learn, play and work together to maintain a rights respecting ethos;
- Expect good behaviour to be modelled by all adults in school;
- Expect all staff to treat children fairly, consistently and sensitively;
- Expect everyone to take pride in their school, class, learning environment and their relationships with peers and colleagues;
- Celebrate children's achievements and success;
- Value parental support in working collaboratively to find solutions to behaviour management issues;
- Teach respect for ourselves and others, promoting the understanding that we are all different but have the same rights;
- Share, agree and identify what we consider to be unacceptable behaviour;
- Ensure agreed consequences where rules are broken;
- Ensure a firm, consistent approach across the school;
- Promote opportunities at each stage for children to make amends and redeem themselves;
- Promote a shared understanding of what will happen if…;
- Promote a flexible approach and look for a variety of strategies in those cases where pupils cannot conform to the normally expected patterns of behaviour;
- Promote the use of a multi-agency approach wherever appropriate;

Behaviour management is an integral part of the curriculum and teaches appropriate and relevant social skills, thus allowing pupils to participate fully in the life of their home, school and local community.

We need to ensure:

- The safety and well-being of individual pupils;
- The safety and well-being of all other pupils;
- The safety and well-being of staff and visitors to the school;
- The protection of the environment;
- That pupils are protected from self-inflicted abuse or injury;
- That pupils are taught self-control and to take responsibility and be accountable for their actions;
- That positive abilities and attitudes are developed and demonstrated;
- That behaviour online, including use of social media and digital platforms, is subject to the same expectations as in-person conduct. Pupils must not engage in cyberbullying, harassment, or sharing inappropriate content.

A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction;
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another;
- the sense of community within the school and that all children are ambassadors for us;
- interesting and well-prepared lessons that cater for individual need;
- a stimulating and purposeful learning environment;
- varied opportunities for children with different gifts and talents to see these celebrated;
- a recognition that we are all different and that there is no 'best fit' model for a human being.

Expected Behaviour

We believe that consistent excellent teaching and learning practice underpins good behaviour. At Thorntree Academy we expect all pupils to demonstrate the following learning behaviour:

- Be prepared for learning;
- Listen and follow instructions;
- Contribute and listen during lessons;
- Stay on task;
- Value learning.

Behaviour for Learning

We believe that that the children must be taught the learning behaviours that will allow them to achieve academic success. An integral part of this will be Give Me 5 that enables all children to have a clear model of the expectations during learning instruction by an adult.



At times, the learning situation may require different expectations, such as PE or groupwork, and the adult will clearly define how those expectations differ to those in the majority of lessons within Thorntree Academy.

Each child has a responsibility to regulate their own behaviours to ensure that the best environment for learning is in place. Some children may require additional support to enable them to achieve this.

Promoting Positive Behaviour and Learning Behaviours

Good behaviour is promoted by a number of means within the school environment. School rewards celebrate achievement and good behaviour.

Through the learning behaviours, Thorntree Academy is developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful in the wider world.

Behaviour for Respect

What children can expect of staff to promote behaviour for respect:

- To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Expectations of behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them.
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- School uses restorative approaches in terms of finding positive solutions when things go wrong therefore, children will always have the opportunity to repair any harm caused by their reflecting on their behaviour.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around school.
- To provide a Personal, Social, health and Emotional (PSHE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all bullying, racism, sexism and homophobia very seriously; children will be told how the issue will be dealt with. Bullying of any form will not be tolerated. Bullying is defined as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time and where it is difficult for those being bullied to defend themselves (several times on purpose).
- That staff will know and understand the Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout school.
- That staff will develop our values through all areas of the curriculum.

Reward System

Good behaviour is promoted by a number of means within the school environment. School rewards celebrate achievement and good behaviour.

These include:



Positive praise – vocal, public, regular praise to be heard throughout school to provide all learners with an exemplar of the best behaviour within Thorntree Academy.

Celebration assembly – public affirmation of excellence, both academically and socially, reinforcing a sense of a wider community within Thorntree Academy.

Parent/Carer success sharing – informing parents and carers of school-based successes of any kind to allow for the recognition of those achievements beyond Thorntree Academy.

Charting daily wins – providing the learners with a instant, visual reward that recognises their classroom success within Thorntree Academy.

Behaviour for Safety

We know that challenging behaviour can lead to children and staff not feeling safe in school.

Children whose repeated inappropriate behaviour is through choice and not as a result of additional, emotional and social or communication need will be given opportunities to make the right choices and change their behaviour. If their behaviour choices continue to be outside of our expectations, then a behaviour plan/risk assessment will be put in place to support the child and so prevent exclusion.

If it is considered that a pupil is a danger to himself, other pupils or staff or to property, then a risk assessment should be carried out and recorded appropriately. It is the class teacher's responsibility to bring risk assessments to the attention of all who may work with a pupil.

Where a behaviour support plan/risk assessment is needed, the school will work closely with parent/carers.

The Behaviour Support Plan:

- Is a way for school and home to work together
- Lasts for a short amount of time (approximately 6 weeks, depending on the individual child)
- Helps a child to be become aware of their behaviour and to make the right choices
- Has targets set with child and parent/carer
- Where necessary the relevant staff will be involved in compiling the plan
- Targets need to be achieved and behaviour improved over the given time
- Targets will be reviewed every two weeks with the child/parent/carer and SENDco to ensure progress is being made
- Therapeutic intervention may form part of this process, along with rewards for achieving targets
- The local authority will be informed that the child is at risk of exclusion and a copy of the behaviour plan/risk assessment will be sent to them

When all the targets set have been achieved the expectation is that the child will no longer need a behaviour plan and follow school expectations.

Consequences

Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for their poor choices. Consequences are only given as a last resort. In most cases these can be avoided through adult support, interventions and good role models.

Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult. Parents/carers will be informed immediately and incidents logged on CPOMS.

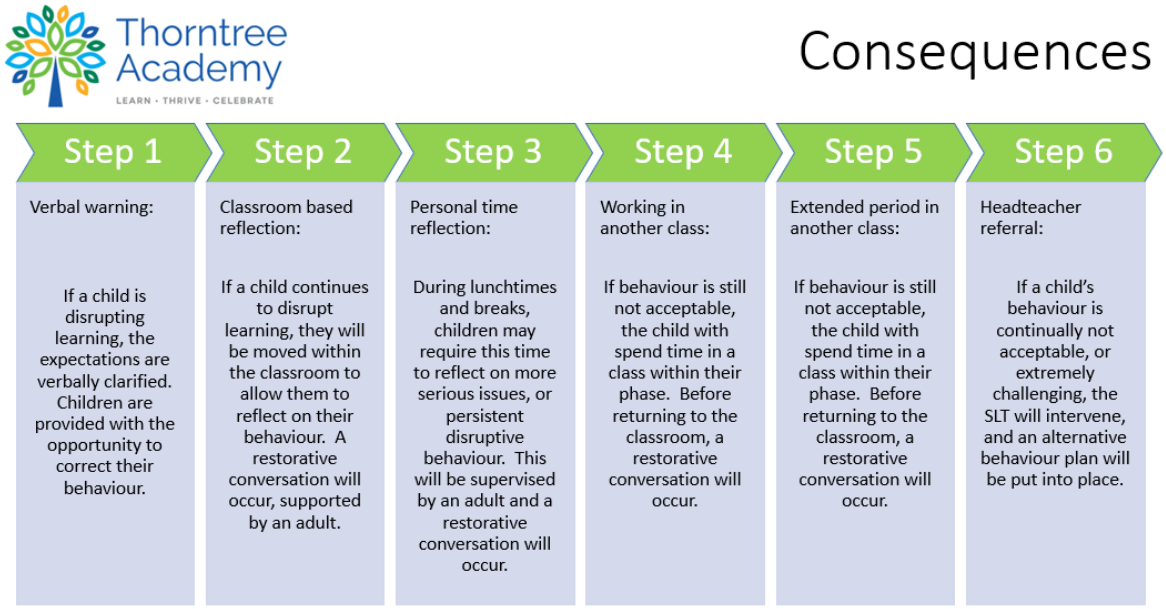
If a pupil chooses to seriously misbehave or is overtly aggressive to another child he/she is referred directly to Headteacher. Incidents of serious behaviour are logged on CPOMS.

The Headteacher should then decide on and administer sanction. The Headteacher will ensure that the sanction is reasonable and proportionate to the circumstances of the case. (Education Act 2006 3.6.3)

The purpose of the sanction/consequence is to:

- Using restorative conversations to impress on the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Our staged approach to consequences is detailed below. **N.B.** Any act of violence towards another pupil or member of staff will result in the child/children being referred to the Headteacher immediately. This is also the case for any racist or homophobic language used.



At Thorntree Academy it is unacceptable to:

- give "lines to write".
- to humiliate children eg making a child face a wall.
- give "blanket" punishments. For example, punish the whole class for the mistakes of one or two children
- remove children from PE lessons.
- staff should avoid shouting at children.
- children should never be asked to stand outside a classroom.

SEBD – Inclusion

The Equality Act 2010 requires schools to ensure children with special educational needs and/or physical disabilities are not treated unfavourably because of a reason arising as a consequence of their disability and to make adjustments to ensure they can access all the benefits of their education. These protections apply equally to policies on behaviour, including blanket discipline policies, which do not take account of disabled children's different needs.

In most cases, difficulties with behaviour will be dealt with by the consequences and processes already described. However, in some cases the normal procedures used may have little effect upon the pupil. This might be because of other circumstances at home or because of medical conditions. In some cases, pupils have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ consequence process. Staff must be aware of the increased safeguarding risks for pupils with SEND and ensure behaviour interventions are inclusive, proportionate, and trauma-informed.

In these cases, different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

Temporary part-time timetables - These would be negotiated between parent/carer, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time within school.

Support from a Classroom Assistant skilled in SEMH. Classroom Assistants are on standby to provide support and encouragement for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.

Adapting the curriculum – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical type activities or activities to address specific emotional needs. This might take the form of a rewarding activity for the child and a friend after a successful day.

School ARP - Some mainstream schools have additional funding to provide places for pupils with a specific type of special educational need or disability. This is called additionally resourced provision (ARP). They offer specialist support for pupils within the local area.

Exclusion

Exclusions will only be used as a last resort and agreed only by the Head Teacher. In all cases the headteacher will inform the parents in writing without delay of the reason(s) why the pupil has been excluded and the date when the exclusion will end. The parent will also be informed of their right to make representation to either or both the school Governors and the LEA.

There are two types of exclusion;

1. A fixed period (to a maximum of 15 days in total in any one term)

2. Permanent – which will be considered by a full Governing Body within 15 days from the commencement of the exclusion.

All details relating to any exclusion will be accurately recorded by the school and the headteacher will be responsible for doing this. Permanent exclusions will only arise in the most exceptional circumstances and parents and/or their representative must be invited to make representations on the pupil's behalf at the meeting of the Governors. If the pupil's exclusion follows what is apparently a criminal offense committed in school, the police will always be informed. The school/Governors role and the police enquiry will be regarded as separate issues and Governors will need to be satisfied that on the available evidence, the "balance of probability" is that the pupil concerned committed the offence and whether exclusion is a reasonable response to that behaviour.

Thorntree Academy will set and monitor work for excluded pupils to do at home. Exclusions relate to the school concerned and parents have the right to request transfer to another school and, if a place was available, the LEA would comply with the request. On return to school following a fixed term exclusion, parents will be invited to accompany their child so that discussions can take place about ways in which the pupil can be helped and encouraged to modify his/her behaviour

Early Years Guidance

All children need a calm and nurturing approach from practitioners to support Personal, Social and Emotional Development. Practitioners need to be consistent in their approach in order to provide a safe and secure environment for all children.

As experienced Early Years Practitioners we must understand when children get it wrong. Practitioners must not be too critical of the mistakes children make. **Treat mistakes 'learning curves' and opportunities to teach them something valuable.**

Children **need to be shown** what we expect of them and the appropriate behaviour what we want to encourage. Underlying developmental issues can often be mistaken as poor or unwanted behaviours, therefore, practitioners must carefully evaluate situations before the act.

Practitioners must consider the following when addressing behaviour:

Children may not have the cognitive skills or the understanding to process verbal conversations and instructions in isolation. Visual information and prompts to support the verbal language should be used when and where appropriate.

Some children at Thorntree Academy have a complex homelife/background and often witness a different way of responding to situations. This must be considered on an individual basis.

Children can be very egocentric and only see things from their own perspective. We must teach children the skills to evaluate situations before reacting enabling them to consider things from someone else's point of view. Children often need time to process the situation/calm down/self-regulate before an incident can be fully resolved. Practitioners must assess a child's emotional response/state before attempting to resolve/rationalise the situation.

Rewarding appropriate behaviour

Verbal Praise Children who demonstrate appropriate behaviour should be given verbal praise when necessary and made an example of to others. Praising comments must acknowledge the process and NOT the children personally.

Stickers Children can be offered stickers for good behaviour and as a reward for good work and effort. The process should always be recognised as not just the outcome.

Achievement Children's efforts, work and explorations should be visible across the setting to support their developing confidence and self-esteem.

Pupil of the Week Awarded to children who set an excellent example and role model to others. Parent/carers will be informed of good/exemplary behaviour at the end of the session.

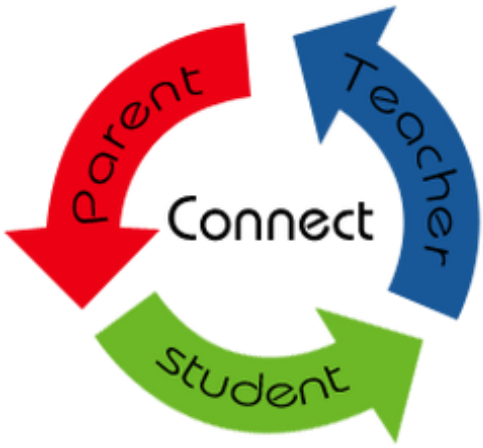
Parental Involvement

We are committed to promoting good relationships, effective communication, active involvement and strong partnership with all parents/carers in the school community. The school strives to build positive and lasting relationships with parents/carers from the initial visit, through the induction process and as the child progresses through the school. We expect parents to support their child's learning, and to cooperate with school. We inform parents immediately if we have concerns about their child's welfare or behaviour, if school uses reasonable and fair sanctions in response to an incident we expect parents to support the actions of the school.

If parents/carers have any concerns about their child they should initially contact school admin, parent/concerns will be recorded and passed to the relevant member of staff (usually the assistant head teachers for Early Years, KS1 or KS2). Parents/carers should allow up to 48 hours for response.

The Headteacher and PSA are informed of any parental/carer concerns regarding approaches to behaviour management.

The Behaviour Policy acknowledges the vital part parents/carers play in instilling positive values and attitudes at home and supporting the school's effort to maintain high standards of behaviour.



The Behaviour Policy and information about a child's behaviour is shared with parents/carers in a number of ways:

- Informal discussions between staff and parents/carers may include reference to behaviour issues;
- Meetings are arranged if required with the class teacher and phase leader;
- The Headteacher may be involved at a later stage;
- Meetings are arranged if requested by parents/carers at any stage;
- Behaviour is reported on at Parent Consultation Evenings and in Annual School Reports;
- If children require a BSP, parents/carers will be involved at all stages.

Prevention

Prevention begins with the implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Behaviour Support Plan and if necessary Risk Assessment. Staff and parents/carers should agree this management plan and a copy placed in the pupil's file and sent to parents/carers. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with the management programme.

Staff should recognise that incidents are rare and that an identification of pupils and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing a potentially difficult situation:-

- **Avoid confrontation.** Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture;
- **Keep your distance.** Try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements;
- **Avoid physical contact.** This may irritate or annoy the pupil;
- **Respond in a non-violent manner.** If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

Intervention

The Headteacher has authorised all teaching staff and all Teaching Assistants who have been trained and work with included children to use physical intervention.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions, staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed. If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents/carers should be informed as soon as it is possible.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then they should:-

1. Give clear instructions warning the pupil of the consequences of failure to comply;

2. Remain calm throughout and explain to the pupil that you are unable to allow them to damage or hurt others, and once they have calmed down and you are sure they are no longer posing a threat you will be able to cease the intervention;

3. Summon a member of the leadership team; a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the first member of staff suffering bodily harm. (There will be a witness if pupil or parents/carers subsequently make allegations of assault.)

When using physical intervention the following principles should be observed:-

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment;
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied;
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause hurt. Only the necessary minimum and reasonable force, to prevent injury or damage, should be used. The term "reasonable force" can range from guiding a child to safety by the arm, to more extreme circumstances such as intervening in a fight between pupils or where a child needs to be restrained to prevent violence or injury. (Keeping Children Safe in Education September 2022);
- Staff should be aware of their own feelings and how they may affect the situation, i.e., staff should avoid restraining a pupil out of feelings of anger;
- Central concern must be to return to normal as quickly as possible.

All incidents requiring physical intervention should be reported to the Headteacher and recorded as soon as possible and recorded on CPOMS.

Review

It is important following any incident that every effort is made to discuss what happened and why.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted.

It is important for staff to reflect on the incident and their own management.

Monitoring Behaviour

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators:

- The number of meetings requested by staff with parents/carers;
- The number of incidents recorded on CPOMS;
- The number of in school exclusions.

Success Criteria

The Behaviour Policy will be operating well when:

- There is a happy atmosphere in which everyone has the opportunity to do their best;
- Everyone shows respect for themselves, each other, property and the environment;
- Everyone co-operates with everyone else in a polite, considerate and helpful manner;
- There are equal opportunities for all.

Confiscation (including retention and disposal) of Inappropriate Items

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy;
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case;
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case;
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.
- Staff in school may confiscate items if:-
  - an item poses a threat to others;
  - an item poses a threat to good order for learning;
  - an item is against school uniform rules;
  - an item poses a health or safety threat;
  - an item which is illegal for a child to have.
  - an item which is counter to the ethos of the school: for example material which might cause tension between one community and another.

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A note should be sent home to inform the pupil's parent/carer that an item has been confiscated. The note should be countersigned on return.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a lockable cupboard or the Headteacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils staff should take care to ensure that they are clear which item belongs to which pupil.

There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message written on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the item;
- Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.
- Other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents/carers confirming that this has taken place and the reasons for such action.

Searching Pupils for Weapons

Legislation allows the Headteacher or authorised members of staff to search pupils for weapons. It is the policy of Thorntree Academy that if such a search is required then no member of school staff should carry out a search. Parents/carers should be contacted to come to school and if deemed necessary, the Police should also be contacted.

Complaints

If a pupil or parent/carer feels that the measures or sanctions in the Behaviour Policy are unfair or have been unfairly applied, then they may lodge a complaint through the school's complaints procedure and write to:

Chair of Governors
C/o Thorntree Academy
The Greenway
Middlesbrough
TS3 9NH

Current and Relevant Legislation & Guidance

- Education Act 2002 (Section 175) – Duty to safeguard and promote welfare of pupils.
- Education and Inspections Act 2006 (Sections 88–94) – Behaviour regulation and authority to confiscate property.
- Equality Act 2010 – Protection against discrimination, including in behaviour policies.
- Keeping Children Safe in Education (KCSIE) 2025 – Updated safeguarding duties, including child-on-child abuse and digital safety.
- Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024) – Non-statutory guidance on behaviour management.
- Use of Reasonable Force (2025 update) – New statutory requirement to record and report significant incidents involving force.
- Searching, Screening and Confiscation Guidance (2022)