

## **Thorpedene Primary School & Nursery**



# **BEHAVIOUR POLICY**

<b><i>Review date</i></b>	<b><i>September 2025</i></b>
<b><i>Reviewed by</i></b>	<b><i>I Hamilton</i></b>
<b><i>Next review date</i></b>	<b><i>September 2026</i></b>

### **Introduction**

At Thorpedene Primary School and Nursery, we are committed to creating a positive environment where good behaviour is central to effective learning and personal growth. All members of our school community are expected to uphold the highest standards of conduct and to support others in doing the same.

To support this, and to ensure consistency across the school, this Behaviour Policy provides a clear framework for staff, parents, and pupils. It reflects our shared responsibility in fostering a culture of respect, care, and high expectations.

Rooted in our school vision — Achieving, Caring and Respecting with Confidence — we believe pupils should be taught how to behave well, contribute positively to society, and understand the importance of rules and laws as they grow into adulthood. Our aim is to build a school community where every child can learn and thrive, while also recognising that some pupils will require a personalised approach to meet their individual behavioural needs within an inclusive environment.

### **Aim of the policy**

- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly
- To create a culture of high standards with regards to behaviour: for learning, for community, for life
- Mutually respectful relationships are built and promote positive self-esteem
- Provide a safe, calm and caring environment in which our young people can thrive
- Give clear guidance for children, staff and parents of expected levels of behaviour
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Consistency in all that we do: our language, actions and support we provide for our young people

### **Behaviour Expectations**

To ensure a culture of positive behaviour for learning, we promote and reinforce three key expectations, closely aligned with our core values. These principles are:

- Be Ready to Achieve
- Be Respectful
- Be Safe

These expectations are brought to life through our FANTASTIC routines and our visible Thorpedene Elite behaviour charts, which help guide, support, and celebrate positive choices throughout the school day. All staff play an active role in reminding children of these expectations and consistently applying our whole-school approach to behaviour.

### **Language Matters**

At Thorpedene, we believe that the language we use shapes the culture of our school. All staff are expected to model positive, consistent language that reinforces our school values of Achieving, Caring, Confidence, and Respect. In both classrooms and corridors, we actively use our FANTASTIC routines to praise positive behaviours and remind pupils of expectations in a constructive way. To maintain a calm and respectful environment, we use the ARC approach (Ask, Remind, Consequence) with clear, consistent sentence stems such as:

- “I’m asking you to...”,
- “I’m reminding you that...”
- “You are now choosing a consequence because...”.

This shared language helps pupils understand boundaries, feel supported, and make better choices.

We also use a consistent script to support the children should they reach a heightened state of emotion which requires intervention:

Child’s name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and...

### **Thorpedene Elite: Promoting High Standards in Behaviour**

The Thorpedene Elite system is designed to promote positive behaviour, high expectations, and a culture of achievement in our classrooms. Rooted in our core values—Achieving, Caring, Confidence, and Respect—this structured reward system encourages pupils to make positive choices while providing clear steps for reflection and improvement.

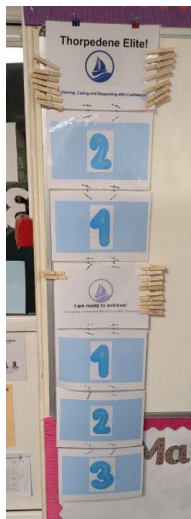
Each day, pupils begin at "I am ready to achieve". Through demonstrating excellent behaviour, effort, and engagement, they move up the chart, with Thorpedene Elite being the highest level. Achieving this earns pupils a gold sticker and contributes to their half-termly awards (Bronze, Silver, Gold & Platinum).

We use positive framing to reinforce good behaviour, focusing on what pupils can do rather than what they shouldn’t. Praise is specific, linked to our values, and encourages a growth mindset. Even when pupils move down the chart, the emphasis is on how they can make positive changes to move back up, ensuring every child feels motivated to improve and succeed.

The system also ensures accountability, as steps down the chart signal opportunities for self-reflection and support to re-engage positively. By reinforcing clear expectations and celebrating consistent effort, Thorpedene Elite fosters a positive learning environment where every child can succeed.

A video – made by the children – can be found on our website, explaining more.

[Thorpedene Primary School & Nursery - Behaviour](#)



<b>Thorpedene Elite!</b>  <b>15 Dojos!</b>	<p>At the Thorpedene Elite level, students who reach the top of the behaviour chart are recognised for consistently demonstrating the school's core values of achieving, caring, confidence, and respect, along with the FANTASTIC routines.</p> <p>Reaching this level earns the student a gold sticker and contributes to an Elite tally. Each time a student reaches Elite, their tally is recorded, and once they accumulate 10 Elites, they earn a bronze award, 20 equals a silver award, and 30 leads to a gold award. The tally resets every half term.</p> <p>Reaching Thorpedene Elite signifies that the student has shown exceptional behaviour and adherence to the school's expectations, and it provides positive reinforcement for their efforts.</p>
<b>Step 2</b>	<p>At Step 2, students are one step away from Thorpedene Elite and have demonstrated really positive behaviour, earning 10 Dojos as part of their recognition. This reinforces their effort and progress toward the highest level.</p> <p>Be specific with praise, link to values/FANTASTICS, and encourage them to keep it up!</p>
<b>Step 1</b>	<p>At Step 1, students have demonstrated positive behaviour, showing respect, effort, or kindness. They have earned 5 Dojos as a reward for these positive actions. This step reinforces their efforts and encourages them to continue making good choices.</p> <p>Be specific with praise, highlighting the behaviours linked to the school's core values of achieving, caring, confidence, and respect, as well as the FANTASTICS routines. Encourage them to keep up the good work and aim for the next level!</p>
<b>Ready To Achieve</b>	<p>Each student begins their day in the "Ready to Achieve" position on the Thorpedene Elite behaviour chart. This is the starting point, where every student is given the opportunity to show their best behaviour. It's a fresh start each day, with the understanding that everyone is ready to embrace the school day with effort, respect, and confidence.</p>
<b>Step 1</b>	<p>Should a student have already been 'asked and reminded' of the expectations, then they may need to stay behind at break or lunchtime for 5 minutes to allow the adult to talk to them about the behaviour.</p> <p>This will allow the adult(s) in the class to find out if there are any underlying reasons for the behaviour or simply attempt to re-engage positively so as to have minimal disruption to the learning moving forward.</p>
<b>Step 2</b>	<p>At this stage, students will be asked to stay behind for 10 minutes to reflect on their behaviour and discuss with their class teacher/classroom adult.</p>
<b>Step 3</b>	<p>At this stage, behaviour that is disruptive to the learning of themselves and others has occurred consistently enough to warrant a full sanction categorised by the 'stage system'.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>- Full loss of break (Stage 3) ***</li> <li>- Full loss of breaktime and lunchtime (Stage 4)</li> <li>- Removal from class (this could be time to 'reset' in another classroom)</li> </ul>

\*\*In EYFS and Key Stage One, behaviour charts may be personalised to better support the needs of individual learners.

\*\*\* This can also be in the form of 15 minutes off lunchtime play – depending on the time of behaviour/teacher's discretion.

## **FANTASTIC Routines**

At Thorpedene Primary School & Nursery, we are committed to fostering a positive and respectful environment for all. To support this, we use our "FANTASTIC" routines, which promote consistent and clear expectations for behaviour in key areas such as walking, listening, and lining up.

- Our FANTASTIC routines are designed to:
- Encourage safe and respectful movement around the school
- Promote attentive listening and engagement during lessons and activities
- Support orderly transitions between different parts of the school day

These routines provide a clear structure that helps our pupils understand what is expected of them and supports the development of positive habits and self-discipline. Teachers model these behaviours, and pupils are consistently reminded and praised for following the FANTASTIC routines, ensuring a calm and purposeful learning environment.

The FANTASTICs are displayed in every classroom and regularly referred to.

<b>Fantastic Walking is:</b>	<b>Fantastic Listening is:</b>	<b>Fantastic Lining up is:</b>
<ul style="list-style-type: none"><li>• Face forward</li><li>• Stand up straight</li><li>• Hands by our sides</li><li>• Walk on the left-hand side</li><li>• Without talking</li></ul>	<ul style="list-style-type: none"><li>• Face Forward</li><li>• Always sit up straight</li><li>• Never interrupt</li><li>• Track the Speaker</li></ul>	<ul style="list-style-type: none"><li>• Face Forward</li><li>• Line up in register order</li><li>• Do not talk</li><li>• Stand still (one behind the other)</li></ul>

## **Consistency**

Consistency Across Steps for the "Thorpedene Elite" behaviour chart, integrating the school's core values and FANTASTIC routines:

**Calm Tone:** All actions, whether moving up or down the chart, should be delivered calmly, avoiding anger or frustration.

**Opportunity to Earn Back:** Students can work their way back up the chart at any time (unless a serious incident or persistent disruption has occurred – see stage 3 onwards on Behaviour Stages and Consequences) by demonstrating improved behaviour, explicitly linked to the core values (achieving, caring, confidence, respect) or FANTASTIC routines (e.g., walking appropriately, listening attentively, or lining up calmly).

**Positive Focus/Accountability:** Every step down the chart should include an opportunity for reflection and learning, helping students understand their mistakes and take ownership of their actions.

**Reasoning Linked to Values and Routines:** Always explain the reasoning behind a peg move—up or down—by linking the behaviour to the school's core values and the FANTASTIC routines. For example:

"You moved up because you showed confidence in answering questions today!"

"You moved down because you didn't line up calmly, which doesn't follow our FANTASTIC routine."

## **Roles and Responsibilities in Promoting Positive Behaviour**

### **Staff will:**

- Greet students on the door at the beginning of the day in a positive manner and set the tone by having an early morning task ready for students to complete.
- Model positive behaviours, including the 'FANTASTICS' in and around the school.
- Actively notice and praise children who demonstrate the school's core values and routines – and display a high standard of behaviour (Dojos and moving up the chart).
- Make sure that transitions are of a high standard: be on time to collect from the playground, make sure students follow the FANTASTICS etc.
- Plan lessons and interventions that meet the needs of all learners.
- Issue certificates as part of weekly celebrations to acknowledge effort.
- Ensure that language is consistent with our shared approach.
- Support one another to uphold our values and high expectations.
- Consistently follow up on behaviour to maintain ownership and accountability.
- Be mindful of the impact of praise or negative language, especially in front of others.

### **Middle Leaders will:**

- Be a visible presence, offering encouragement and praise for positive behaviour.
- Support staff with students who present more challenging behaviours.
- Guide and model expectations for positive behaviour, ensuring consistency across the school.
- Ensure staff development needs are identified and addressed.
- Celebrate staff and students who go above and beyond.

### **Senior Leaders will:**

- Greet students at the school gate every day to set a positive tone.
- Maintain a visible presence throughout the school to encourage appropriate conduct.
- Provide additional support for staff managing students with challenging behaviours, especially when previous interventions have not been successful.
- Regularly celebrate the achievements of both staff and students.

In those cases where children need more support to manage their behaviour, there are many systems in place to help them. Teachers are responsible for providing this support in the first instance. Where further support is needed, our Phase Leader team can offer advice and work with staff to plan additional strategies. We also draw on our pastoral support systems, including learning mentors, who work closely with children to help them understand and regulate their behaviour, build positive relationships, and succeed in school.

Pupils' rights and responsibility are championed. Every child has the right to be fully informed of responsibilities, rules and routines. Every child has a voice at Thorpedene and an entitlement to be heard. Each class has a pupil representative on the school council, and regular opportunities are provided for school councillors to seek and collate the views of their peers and share discussion and actions direct from school council meetings. Staff members are represented at school council meetings and pupil/staff dialogue is built into daily community routine.

Year 6 Prefects and Play Leaders are expected to be positive role models for other pupils. Those chosen for these roles should demonstrate maturity, uphold the school rules, and lead by example. As representatives of the school, they are entrusted with helping to maintain a respectful environment, supporting positive behaviour, and taking pride in the school building—all while embodying our Core Values in everything they do.

Much of the work that we do with the children and staff is about building a culture of positive relationships through developing respect for opinions, developing and understanding and appreciation of other cultures and beliefs.

### **Other Ways of Promoting Positive Behaviours at Thorpedene**

At Thorpedene, we promote high standards through a range of positive reinforcement strategies that celebrate behaviour, effort, and community values. These include:

- Thorpedene Elite stickers and certificates
- Celebration assemblies recognising individual and class achievements
- Positive reward certificates and postcards sent home
- Messages and phone calls home to share good news with parents/carers
- Reward events for pupils consistently demonstrating positive behaviour
- House Point and Dojo systems, linked directly to our Thorpedene Elite behaviour charts
- Sharing success with Phase Leaders and Senior Leaders

These strategies help reinforce our core values and create a consistent, inclusive environment where all pupils feel motivated to achieve and behave positively.

### **Consequences/Sanctions**

Where children are unable to make correct choices and maintain the school rules and Core Values, the school has a range of sanctions, which can be applied in order for the children to reflect on their behaviour. In addition, we will inform parents and arrange meetings Class Teachers and a member of the Leadership Team if there is evidence of persistent poor behaviour.

Our Behaviour Stages clearly defines how school staff manage behaviour and this is woven into daily classroom practice. Parents and carers should be aware of the Behaviour Stages and understand how to support school staff and children with making correct choices.

### **Behaviour Stages and Consequences**

At Thorpedene, we categorise behaviours in stages – this helps us consistently take appropriate action and ensure a fair, supportive approach for all pupils.

At Stages 1 and 2, behaviours are generally low-level and can be managed effectively by the class team using in-class strategies such as positive framing, reminders, and our Thorpedene Elite Behaviour Chart. These behaviours may include calling out, not following instructions straight away, or showing low-level

silliness. Staff will use the language of our Core Values and FANTASTIC routines to guide pupils back on track.

When behaviours escalate beyond what can be managed through classroom strategies, the following consequences and support will apply:

Category	Examples	Actions
<p>Stage 3 – Ongoing Disruption / Refusal</p> <p>Consequence: Loss of break or 15 minutes of lunchtime</p> <p>Stage 3 behaviours are persistent and disruptive, affecting learning or safety, despite reminders and interventions.</p>	<ul style="list-style-type: none"> <li>Constant disruption to learning (e.g., shouting out, refusal to follow instructions)</li> <li>Repeated low-level defiance</li> <li>Disrespectful behaviour towards peers or adults</li> <li>Minor damage to school property</li> <li>Unsafe behaviour after multiple reminders</li> </ul>	<ul style="list-style-type: none"> <li>Loss of break</li> <li>Behaviour incident recorded on BromCom</li> <li>Class teacher or responsible adult to inform parents/carers if appropriate</li> <li>Reviewed by class teacher and Phase Leader if persistent</li> </ul>
<p>Stage 4 – Serious Behaviour</p> <p>Consequence: Loss of break and lunch</p> <p>Stage 4 behaviours are more serious and may involve physical aggression, verbal abuse, or deliberate defiance that escalates beyond classroom management.</p>	<ul style="list-style-type: none"> <li>Physical contact causing harm (e.g., hitting, kicking)</li> <li>Throwing objects with intent to intimidate or hurt</li> <li>Swearing or using offensive language towards pupils or staff</li> <li>Deliberate damage to property</li> <li>Repeated Stage 3 behaviours despite consequences</li> </ul>	<ul style="list-style-type: none"> <li>Loss of both break and lunch</li> <li>Behaviour recorded on BromCom and CPOMs</li> <li>Parents/carers informed by the class teacher or adult involved</li> <li>Phase Leader may be involved to support next steps</li> <li>Possible removal from trips/activities (if persistent)</li> </ul>
<p>Stage 5 – Critical Incident / Dangerous Behaviour</p> <p>Consequence: Immediate SLT response – possible form of exclusion</p> <p>Stage 5 behaviours are severe, high-risk, or dangerous. These behaviours require immediate SLT involvement and could result in a suspension or exclusion.</p>	<ul style="list-style-type: none"> <li>Serious physical assault on a pupil or adult</li> <li>Spitting at or threatening others</li> <li>Climbing onto unsafe structures or leaving the school site</li> <li>Throwing large or dangerous objects with intent to harm</li> <li>Use of highly offensive, abusive, or discriminatory language</li> <li>Significant damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>A member of SLT must be informed immediately</li> <li>Incident logged on BROMCOM &amp; CPOMs</li> <li>Parents/carers contacted same day</li> <li>Formal meeting arranged with a member of SLT</li> <li>Possible internal exclusion or fixed-term suspension - this includes from trips/activities</li> <li>Support from Inclusion Team and consideration of external agency involvement</li> </ul>



### **External Fixed Term Suspension**

In exceptional circumstances, when no other option remains, a fixed-term off-site suspension may be necessary. During this time, work set by the class teacher will be provided and sent home.

If a child is serving a fixed-term suspension, it is the responsibility of their parents/carers to ensure the child remains at home for the duration of the suspension and does not leave the house during school hours. Parents/carers are also not permitted to enter the school site during this period. At the end of the suspension, a return-to-school meeting will be held with a member of the Senior Leadership Team.

### **Statement on the use of Physical Interventions**

We recognise that physical intervention may be necessary in certain situations, in line with the law regarding the use of force in schools. Under the Education and Inspections Act 2006 and the Department for Education's guidance on the use of force, staff may use physical intervention only when a child is at risk of harming themselves, others, or causing serious damage to property.

Trained staff should be called upon to support in these circumstances. Physical contact may also occur if a child initiates it, such as holding an adult's hand while walking.

### **Who deals with unacceptable behaviour?**

The adult responsible should address inappropriate behaviour at the time it occurs. If they feel unable to manage the situation, they should seek support from a colleague—for example, a teacher, LSA, or another member of staff who has a positive relationship with the child. If the child becomes particularly distressed or escalates in response to the adult addressing the behaviour, it may be helpful to involve another trusted adult. A second adult, who has not been part of the conflict, can often de-escalate the situation by offering a fresh perspective and a calm presence.

For more serious incidents, support should be requested from a member of the Inclusion Team. If needed, the situation can then be escalated to a member of the Leadership Team (SLT). If there is any uncertainty, staff are encouraged to speak with the class teacher—even for minor incidents—to ensure a consistent approach.

When behaviour escalates quickly during break/lunch times, it must be communicated to the class teacher. The class teacher will then follow up with parents or carers. If the class teacher is unavailable, the adult who issued the consequence will take responsibility for communicating with parents or carers.

### **Recording Unacceptable Behaviour**

All unacceptable behaviours should be recorded on BromCom by the member of staff who manages the incident. A brief, factual note outlining the behaviour and the consequence should be added to the child's profile.

Consequences by stage:

Stage 3 – Loss of break

Stage 4 – Loss of both break and lunch

Stage 5 – A serious incident has occurred. This may result in more significant sanctions, including possible exclusion.

In the case of serious behaviour (see Stage 4 and 5 behaviour examples), staff should also record the incident on CPOMs. This ensures that the Senior Leadership Team (SLT) and Inclusion Team are informed and can help determine the most appropriate next steps.

Parents/carers will be contacted by a member of school staff following any serious behaviour incident.

### **Serious Behaviour Incidents**

In cases of serious behaviour incidents, such as when a student has hurt an adult or peer, endangered themselves or others, or caused significant disruption, a sanction will be applied regardless of the student's position on the behaviour chart. These incidents require immediate attention and may involve more formal consequences (please see Consequences/Sanctions).

Parents will be informed of any serious behaviour incidents, and appropriate steps will be taken to support the student in understanding the impact of their actions and preventing future occurrences.

### **Sensitivity and Support for Students with SEND**

We recognise that students with Special Educational Needs and Disabilities (SEND) may require additional support and understanding when it comes to behaviour expectations. While the **Thorpedene Elite** behaviour chart is designed to encourage positive behaviour, it is important to approach each student's needs with sensitivity.

For students with additional needs, appropriate adjustments should be made, taking into consideration their individual requirements and challenges. This may include providing additional support, using specific strategies, or offering alternative methods for understanding and meeting expectations.

The goal is always to ensure that all students, regardless of need, feel valued, supported, and encouraged to succeed in a way that is accessible to them.

