



Thorns Community



Infant School

Park Hill Thorns Primary Federation

Successful, confident learners. Responsible, compassionate individuals.

Behaviour Policy



Originally written: October 2013

This review: June 2025

Agreed by governors:

Next review: June 2026

This policy was written in consultation with staff, children and parents at Park Hill Junior School and Thorns Community Infant School. It will be reviewed annually by the Senior Leadership Team each summer term. This policy will be approved by the Executive Headteacher and then by governors every summer term.

This policy should be read in conjunction with other key documents, particularly the statement of behaviour principles (2025), [anti-bullying policy](#) (2025) and Exclusions Policy (2024). This policy also refers to guidelines from the Department for Education [Revised behaviour in schools guidance](#) (2024) and [suspension and permanent exclusions guidance](#) (2024)

Aims

Park Hill Thorns Federation is committed to providing a happy, safe place in which all members of our school community can learn, work and play. We value all members of our school and seek to develop each child's responsibility for themselves and ability to develop positive relationships with others.

The aims of this policy are to:

- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour of pupils
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- otherwise regulate the conduct of pupils

Our federation recognises good behaviour as it believes that this will help to develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely to deter anti-social behaviour.

This policy is available on the school websites and is regularly referred to through assemblies and newsletters. The information within this policy is shared with parents at induction sessions for each school. Children spend some time developing an age-appropriate understanding of the policy at the beginning of each term.

Scope

We recognise that all members of staff share a responsibility in ensuring high standards of behaviour are secured and encouraged in school. All members of staff in school are responsible for the implementation of this policy.

This policy covers behaviour in school and away from the school site whilst participating in trips and visits, including residential visits. This policy also covers behaviour when children are travelling to or from school in school uniform and where staff are made aware of good or inappropriate

behaviour. Children's behaviour outside of school which has a significant impact on behaviour within school is also covered by this policy as does children's behaviour online.

School Rules

We have three school rules which are shared by all members of both of our schools:

Thorns: be safe; be kind; be responsible

Park Hill: be safe; be kind; be responsible

At the start of each term every class will spend some time exploring these school rules, developing a shared understanding of what they look like in practice. Classroom expectations will be developed and phrased as positive statements based on the three rules. Classroom posters will then be created and displayed to remind children of these. Classes will discuss appropriate consequences for not following these rules.

The three rules are reinforced by:

- Teaching children what they are and what they look like in practice
- Displaying them around school and referring to them often
- Praise and rewards for good behaviour
- Sanctions for inappropriate behaviour
- Consistent application of both rewards and sanctions

We teach children how to develop good relationships, cooperate with others and support their developing independence and sense of responsibility through circle times, core learning skills sessions, assemblies and the PSHE curriculum. In particular, we use the Warwickshire Protective Behaviours scheme and Jigsaw PSHE scheme both of which explicitly teach children about self-regulation and how to share any concerns.

Recognising Good Behaviour and Learning

When children are 'caught being good' staff will give specific praise and generalised good boy/girl type comments are avoided.

Staff follow the steps outlined below, unless a behaviour or achievement is outstanding, in which case children may speak to a member of the senior leadership team about their brilliant behaviour.

Thorns

1. In addition to praise children may also be given a peg.
2. When a child has 3 pegs these are exchanged for a stamp on their card.
3. At every 3 stamps, the children receive a good behaviour sticker from their class teacher.
4. When a child has 9 stamps they are recorded in the smiley face book. This gets read out during the weekly "well-done" assembly and the children receive a good behaviour certificate.

Park Hill

1. In addition to praise children may be given house points. House points are recorded in the children's home school book.
2. When a child has received 50 house points or a multiple of 50 they receive a certificate.
3. Individual children's house points are also counted towards the house total and the winning house each week is announced in celebration assembly.

Dealing with Inappropriate Behaviour

A minority of children find difficulty in settling to work or following the school rules. When children behave in an unacceptable way staff respond in a calm and proportionate way.

Staff follow the steps outlined below unless somebody is put in danger, hurt or if totally unacceptable behaviour is displayed in which case steps can be missed out.

The safety of children and staff is paramount; where a child's behaviour endangers others, staff will stop an activity immediately and will remove the child and/or prevent them from taking part. If a child threatens or physically hurts another child without provocation they will be sent to speak to a member of the Senior Leadership Team; either of these incidents mean a child instantly moves to red.

Our schools do not tolerate bullying of any kind. If we discover that bullying has taken place then we act in accordance with the Anti-bullying Policy.

All children make a fresh start each day with a clean slate; any conduct issues from the previous day are deemed to have been dealt with other than in the most serious cases.

At each of the steps outlined below staff may also act to address the specific behaviour issue by allocating a task so that the child can make restitution for their conduct e.g. asking them to undertake a task again; writing a letter of apology; repairing or replacing a damaged object or completing a helpful task in school.

The Visual Behaviour system

1. All children start the day on Green on the behaviour chart.
2. If a child forgets the school rules then they have a clear verbal reminder and move to white on the behaviour chart.
3. If they continue to not follow school rules then they move down to amber on the behaviour chart. At this point, the child will either move place in the room or be sent to their partner class for 5 minutes to reset their behaviour.

4. If poor behaviour continues, children move down to red on the behaviour chart, leave the room and go to see a member of the Senior Leadership Team. They will receive a standard letter (Appendix 1) to take home to inform parents about their behaviour and this is recorded in a behaviour record kept on CPOMS by a member of SLT. The class teacher will inform parents about the context of the letter after school. Children will receive a sanction appropriate to their behaviour which may include; spending 15 minutes time out in another classroom, working in another classroom or area of the school, missing a part of their playtime.

Children can move straight to red from anywhere on the board if their behaviour is serious. E.g. unprovoked physical aggression towards others.

Children can move up to gold if their behaviour is excellent. If children are on gold at the end of the day then they receive a house point / peg.

Children can move up and down the scale throughout the day so they are able to redeem poor behaviour and move back to green. Staff are encouraged to make regular use of the behaviour board and to be aware of where children are on the board so that children are able to demonstrate improved behaviour choices.

Persistent Inappropriate Behaviour

If a child repeatedly acts in a way that disrupts or upsets others or is on red twice in a week or three times in a half term, they will be placed on a behaviour chart. This arises from open discussion between the class teacher and a member of the Senior Leadership Team and has input from the child and parents. A copy of the behaviour chart is sent home if parents cannot attend meetings in school.

Short-term targets to encourage a change in behaviour are agreed and progress recorded each day. Once children regularly achieve the short-term targets, longer term targets are set. Children are rewarded for meeting their agreed targets and similarly a lack of progress is recorded. Children will have the opportunity to rehearse the correct behaviours during the week through direct teaching of the appropriate behaviour.

Where these additional steps do not result in an improvement in behaviour the class teacher and appropriate senior leader will involve the Special Needs Coordinator. Parents are included at each stage of this process.

Capturing the Voice of Children and Parents

Throughout the use of this policy, staff will always endeavour to hear the voice of children and parents especially when seeking resolution. This may mean that children need to be given time to return to calm before discussions are held and, on occasions, this may mean that discussions need to be returned to the following day. Alternative forms of communication to elicit views may also be used.

Breaktime and Lunchtime Rewards and Sanctions

At breaktime and lunchtime staff on duty carry and award housepoints or pegs and follow each school's reward scheme.

Sanctions at breaktime and lunchtime are used in the same way as in the classroom. Children not following school rules will receive a reminder of the rules and if they repeat the behaviour or if it is unsafe behaviour they will be given time out. The class teacher will be informed of this. Poor behaviour will be monitored by the class teacher to look for patterns. If children have been given time out twice in a week or three times in a half term, then they will be placed on a playground behaviour chart or structured lunchtimes will be put in place. Parents will be informed. The Learning Mentor may also be used to support structured lunchtimes at Park Hill.

If somebody is put in danger or totally unacceptable behaviour is displayed at break or lunchtime then a child will go straight to a senior leader who will deal with it as above.

Searching, Screening and Confiscation

All members of staff must read and understand the guidance [Searching, Screening and Confiscation Advice for schools](#) (July 2023). All teachers and TAs in the Federation have received training in the Team Teach approach and this is renewed every three years. Staff only intervene physically to restrain or control children when other avenues have been exhausted, with the minimum force required and when it is in the best interests of the child to do so. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. All instances of physical intervention are recorded in a bound book in each school and communicated to parents. The bound and numbered book is monitored by the Senior Leadership Team on a regular basis.

All teachers are authorised to search for 'prohibited items' and property that belongs to others and confiscate any such items that they find. All searches of children's pockets/person occur away from a public place and with two members of staff present; searches of children's bags and drawers may take place in classrooms and corridors and be conducted by any member of staff. Prohibited items include: matches and lighters, cigarettes and vapes, laser pens, inappropriate images or material and any article likely to cause personal injury or damage to property. The senior leader will inform parents that prohibited items have been confiscated and invite them to come into school and collect them. Any confiscated items not collected by the end of term will be disposed of. Illegal items will be reported to the police.

Mobile phones are also prohibited and children are not permitted to use a mobile phone in school in any circumstances. If a child needs to phone home or contact their parents during the course of the school day they will be allowed to use the school phone or school staff will make the phone call.

Where children bring a mobile phone into school the phone must be handed in to the school office at the start of the school day for safekeeping and collected at the end of the school day. The handing in and collection is the responsibility of the pupil. If children are found to be using a mobile phone during the school day the phone will be taken to the school office and parents will be invited to come into school and collect the phone. Parents will be informed of this procedure through the school newsletter.

Children are not permitted to take a mobile phone with them when on a school visit, including residential visits. If children are out for the day then phones should be handed in to the office as described above; where the timing of a visit makes this impossible the phone must be given to a member of staff for safekeeping during the visit.

Behaviour Deemed to Reflect Special Needs or Additional Needs

We recognise that behaviour is a form of communication and that some children may need adaptations to our behaviour systems to allow them to make progress. Class teachers, SENCOs and the Senior Leadership Team will work together with parents and children to review, adjust and evaluate individual adaptations. These may take the form of an increased recording of behaviour; smaller steps of progress towards rewards; a specific sanction strategy or the use of learning mentor or counsellor. The schools may also work with external professionals such as SEND Supported or Warwickshire Inclusion Mentors to create a Behaviour Action Plan (BAP) with parents and review this regularly. Family support and the Early support process may also be used as a way to support families.

Children in Care

Where children who attend the federation are in care or move into care during their time with us, this behaviour policy may need to be adapted to support the needs of the child. We aim to be an inclusive school and all staff have undertaken training on Adverse Childhood Experiences (ACES). We aim to look at behaviour through a “trauma informed lens” and recognise the impact of life experiences within a child’s behaviour. This does not mean ignoring or accepting poor behaviour choices but helping children who are in distress by providing positive, calm and safe role models, maintaining relationships with children and adapting the environment to give children space to regulate themselves. We will always be aware that a child’s developmental level may not match their chronological age and take this into account in our actions and support. Our aim when dealing with behaviour will be to “protect, relate, regulate then reflect.”

Exclusion

Exclusion is seen as a last resort and we recognise that it is extremely distressing for all concerned when it happens. We follow the government’s guidance on [Suspension and Permanent Exclusion from maintained schools](#), academies and pupil referral units in England, including pupil movement (updated 2024). See the Exclusion Policy for more information.

Malicious Allegations Against Staff

Where a malicious allegation is made by a child against a member of staff the issue will be dealt with by the Executive Head Teacher who may also choose to involve school governors. The incident will be recorded in the school behaviour log and additional sanctions given as appropriate.

The Executive Head Teacher will follow the guidance in the Warwickshire document ‘[Dealing with Allegations of Abuse Against Staff](#)’ in offering pastoral support to the member of staff involved.

Power to Discipline outside of the school gates

The school may use discipline after incidences outside of school if children are in their school uniform; representing the school in the community or if bullying is occurring in which case behaviour will be dealt with using the anti-bullying policy. If children are communicating via technology and the messages meet our definition of bullying, then school staff will follow the anti-bullying policy. The federation will offer support to parents in managing children's use of technology through online safety parent partnership meetings.

Monitoring

This operation of this policy is monitored each term by the Senior Leadership Team and the effectiveness of the policy evaluated on an annual basis as part of the annual revision.



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Successful, confident learners.
Responsible, compassionate individuals.

Thorns Community



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Thorns t: 01926 853875 e: admin2307@welearn365.com

Date _____

Dear _____,

I am writing to inform you that today your child _____
received a red warning at school.

_____ has discussed this with me and we have planned how
to avoid this in the future, however, I am sure that you will also want to discuss this with
your child.

Please can you sign and return the slip below to show that you have received this letter.

Kind regards,

Dave Wigglesworth (Deputy Headteacher)

Annie Griffiths (Deputy Headteacher)

Name of child _____ Date _____

I can confirm that I have received the letter regarding the red behaviour warning and I
have discussed this with my child.

Signed _____