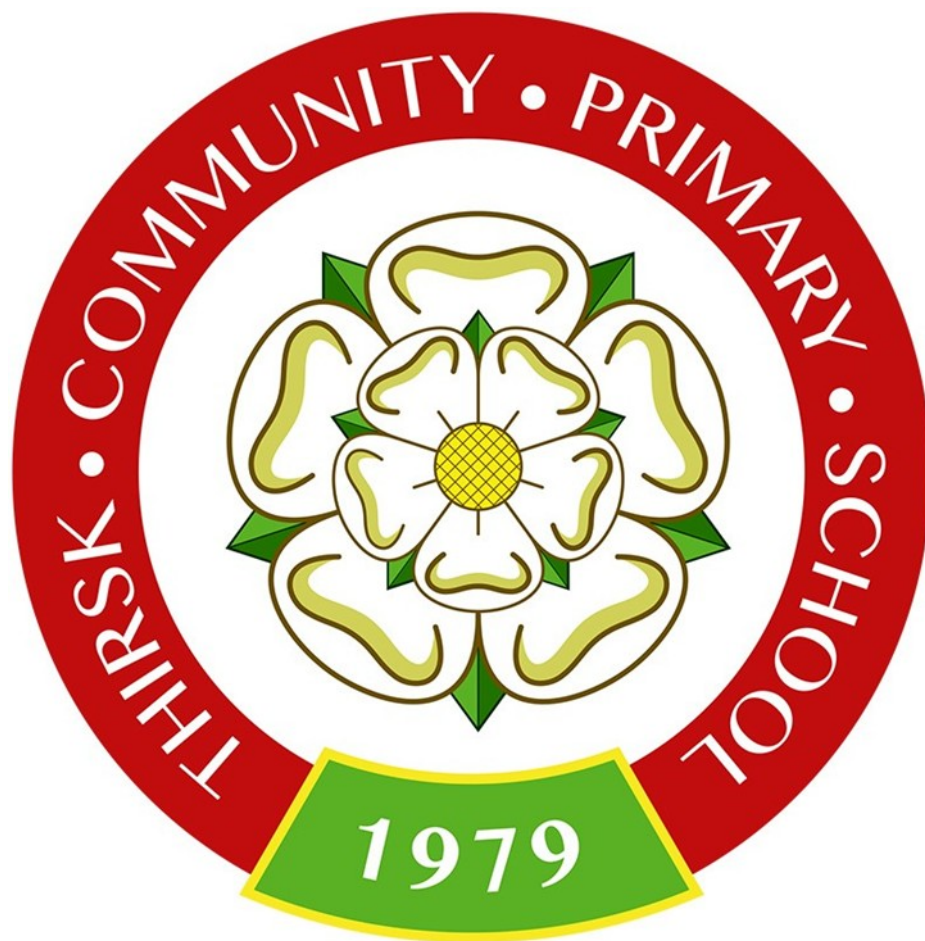


# Thirsk Community Primary School



## Behaviour Policy

Date of creation:	July 2024
Date of Policy Adoption Governing Body:	<b>September 2025</b>
Date for next Review:	September 2026

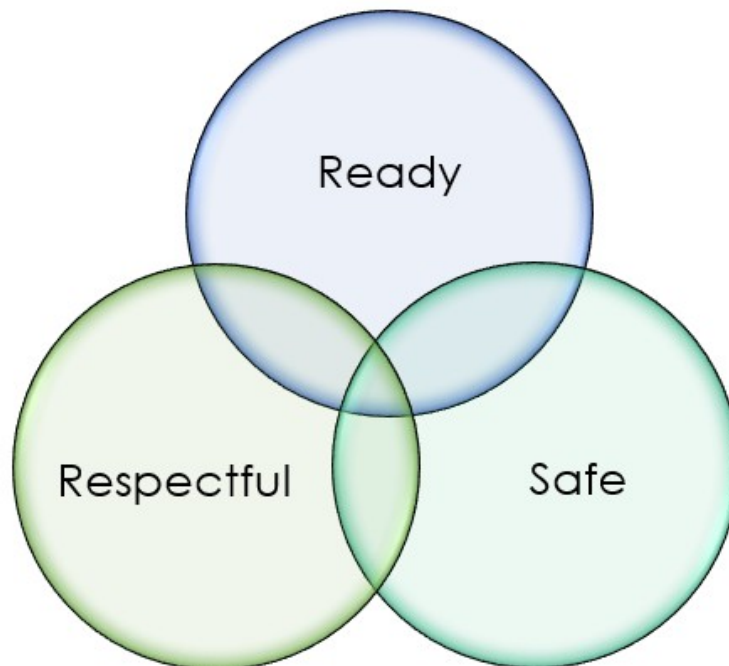
We work in partnership with parents and carers to guide, encourage and instruct pupils within a framework of rules and values. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone can learn in calm productive classrooms and play cooperatively in safe playgrounds.

At Thirsk C P School, we are a family so shared values are important. We have the highest expectations of conduct. We believe in the importance of good manners and in always treating others with care and respect. This policy will support us all to have consistent, positive, and purposeful school-wide practices.

We aim to:

- Promote and expect pupils to live their daily lives in school demonstrating our school values
- Promote and expect pupils to follow the school rules of being **Ready, Respectful and Safe**
- Ensure lessons in all classrooms are free from interruption due to poor behaviour so that learning is maximised for all pupils
- Promote and recognise positive behaviour
- Educate pupils to be aware of and take ownership of their behaviour including taking responsibility when mistakes are made
- Support pupils to develop positive caring relationships with each other
- Support pupils to develop self-control and regulation
- Resolve problems taking a restorative approach
- Take preventative steps to reduce the likelihood of bullying behaviour and take swift action to ensure any bullying behaviour is stopped promptly if it occurs
- Support pupils with SEND and specific needs so that they meet our aim that all pupils follow the school rules
- Ensure our pupils and staff are safe from abuse or assault

### **Ready, Respectful and Safe**



### **Adults in School**

Adults working with children in school know that the way in which we behave and interact with pupils as adults, impacts on the behaviour of the children in school. Adults in school apply the following consistent '4 Pillars' which underpin our behaviour management practice:

## **4 Pillars**

### **Calm, consistent adult behaviour**

Adults will remain calm when dealing with behaviour from children which may not always be in line with our school rules. Adults use this pillar to ensure that they **praise in public and reprimand in private** wherever possible. **Shouting is avoided** wherever possible and, whilst behaviour which falls short of our school rules will be corrected, adults in school treat children with kindness and respect.

### **First Attention to Best Conduct**

Adults in school recognise good behaviour in line with our school rules and values in lessons, at playtimes and at lunchtimes. Praise and celebration are given to those following our school rules and values.

### **Relentless Routines**

Adults model and develop routines in and out of the classroom which support the smooth running of lessons, learning and play. These are consistent and focus on a calm and engaged school environment.

### **Restorative Follow-up**

Adults in school repair relationships following an event where behaviour which falls short of our school rules has occurred – this is restorative practice. Restorative practices are used to help children to understand the impact of their actions on others and deepen their relationships with their teachers, adults, and peers in school.

## **How we acknowledge and celebrate positive behaviours**

Verbal praise of positive behaviours underpins all we do. We also give out weekly and half-termly certificates to individuals related to our school rules/values and specific academic achievements.

In conjunction with this, classes set their own collective rewards system whereby the collective group work towards achieving a specific goal. This empowers all pupils to achieve and work together.

## **Safe Space**

Sometimes, there is a need for pupils to take themselves away from their learning or social environment to support their self-regulation.

Safe Space is an appropriate strategy:

- When pupils feel dysregulated and may not be in control of their actions or emotions
- For any aggressive behaviour to others, including verbal abuse
- Where a rule reminder and/or additional support has been given but the pupil has not corrected their behaviour which might affect other pupil's right to learn or teachers' right to teach
- For any significantly unsafe behaviour

Time in a safe space will:

- Protect pupil's and teachers' rights
- Give the pupil time to cool down, regain composure and regulate
- Allow the pupil some thinking and reflection time
- Give the class and teacher necessary respite and cool-off time

Where possible, Safe Space is managed within the classroom shared area, moving a child away from their peers. If this is not possible, or there is a need for a more obvious removal from the peer-group, pupils may be asked to spend time in another space for a short, agreed amount of time. Where appropriate, pupils can take work to be completed – on return to their classroom pupils should be subtly welcomed and redirected to their task.

Staff may need to request additional support via the school communication system.

## **Physical Intervention**

Leaders have a duty of care to all staff and pupils which means that sometimes, it may be necessary to physically intervene with a pupil when they are at risk of hurting themselves, their peers, adults as well as intentionally damaging school or others' property.

All occasions where physical interventions have been used are logged on our monitoring system and are always reported to parents and carers.

## **Suspensions and Permanent Exclusions**

Thirsk C P School follows the guidance set out by the Department for Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/)

[Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_\\_including\\_pupil\\_movement.pdf](#)

Whilst the decision to suspend or exclude is never taken lightly, suspensions and exclusions are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in our school and maintain the safety of our school community. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes necessary, and it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

## **Allegations of Harmful Sexual Behaviour (HSB) and Child on Child Abuse**

Allegations of a pupil demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. The school will, in most cases, engage with both the pupil experiencing the behaviour and the pupil displaying the behaviour's parents when there has been a report of HSB/Child on Child abuse, unless to do so will heighten the risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and we will carefully consider what information is shared with respective parents to ensure confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway. Referrals to Children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy. Staff are supported in recognising Harmful Sexual Behaviour using the following traffic light guide from the NSPCC.

## **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, school must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see 'What the law allows' and 'Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)').

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

## **Behaviour Consequences**

There are three bands of behaviour that our school finds unacceptable as they can affect learning and/or affect another's well-being or safety: Incidents of bullying (sustained verbal or physical attacks on an individual by individuals or groups) or allegations of bullying will be investigated and addressed by the Deputy Headteacher or Headteacher. The specific needs and circumstances of pupils will be taken into consideration when behaviour consequences are given.

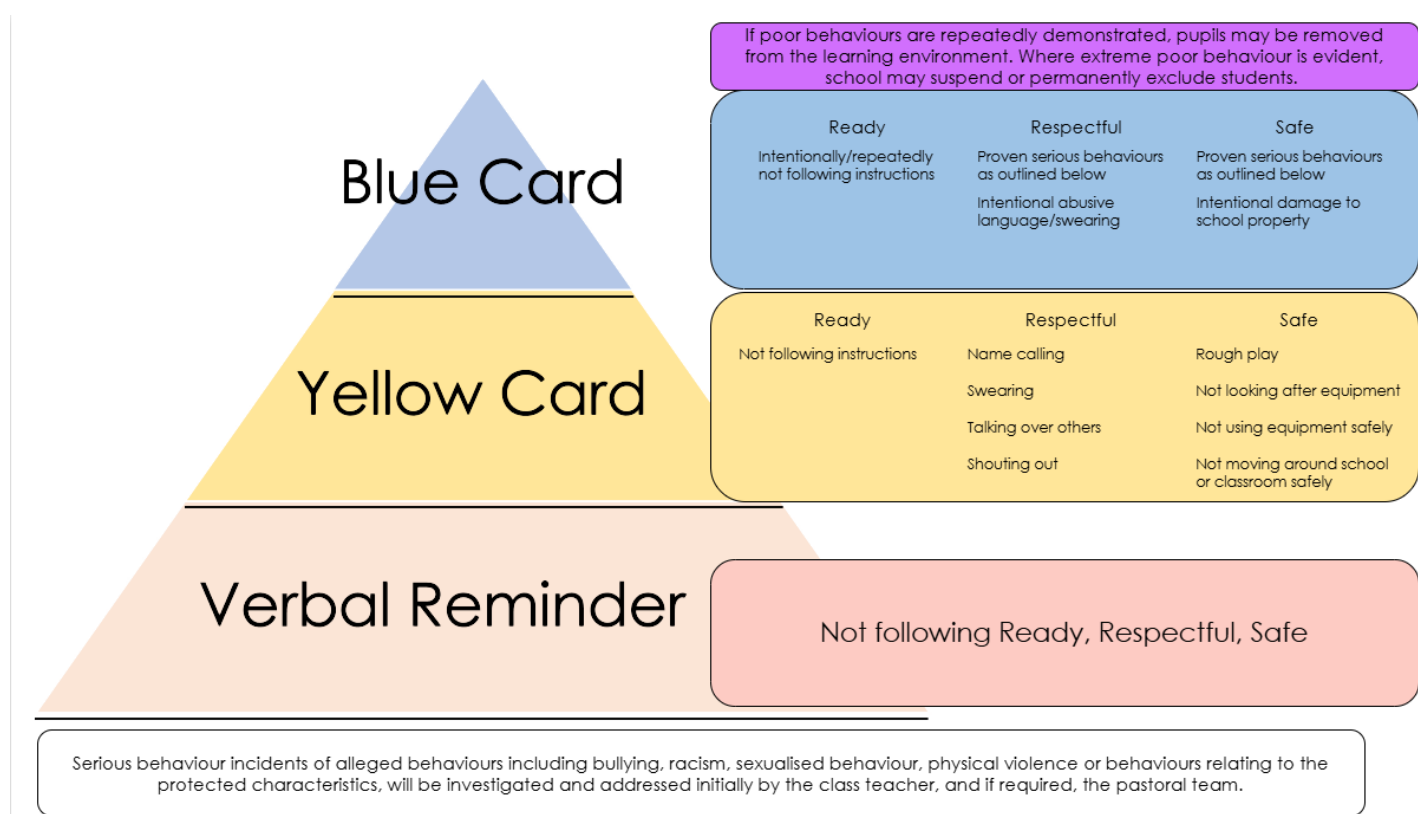
Before issuing a sanction (yellow or blue card) a conversation will take place with the pupil to discuss the incident and acquire any additional information. All sanctions will be issued in private, not publicly.

Where it is the case that a pupil is finding it difficult to follow the school rules due to a special education need or disability, school staff, SENCO, parents and carers and outside agencies as appropriate, work together to plan a pupil centred way forward. Individual plans may be used to provide additional support and guidance so that rapid progress can be made to meet our aim that all children will follow the school rules. They will be shared with parents/carers and the adults who directly work with the pupil, as well as the pupil themselves.

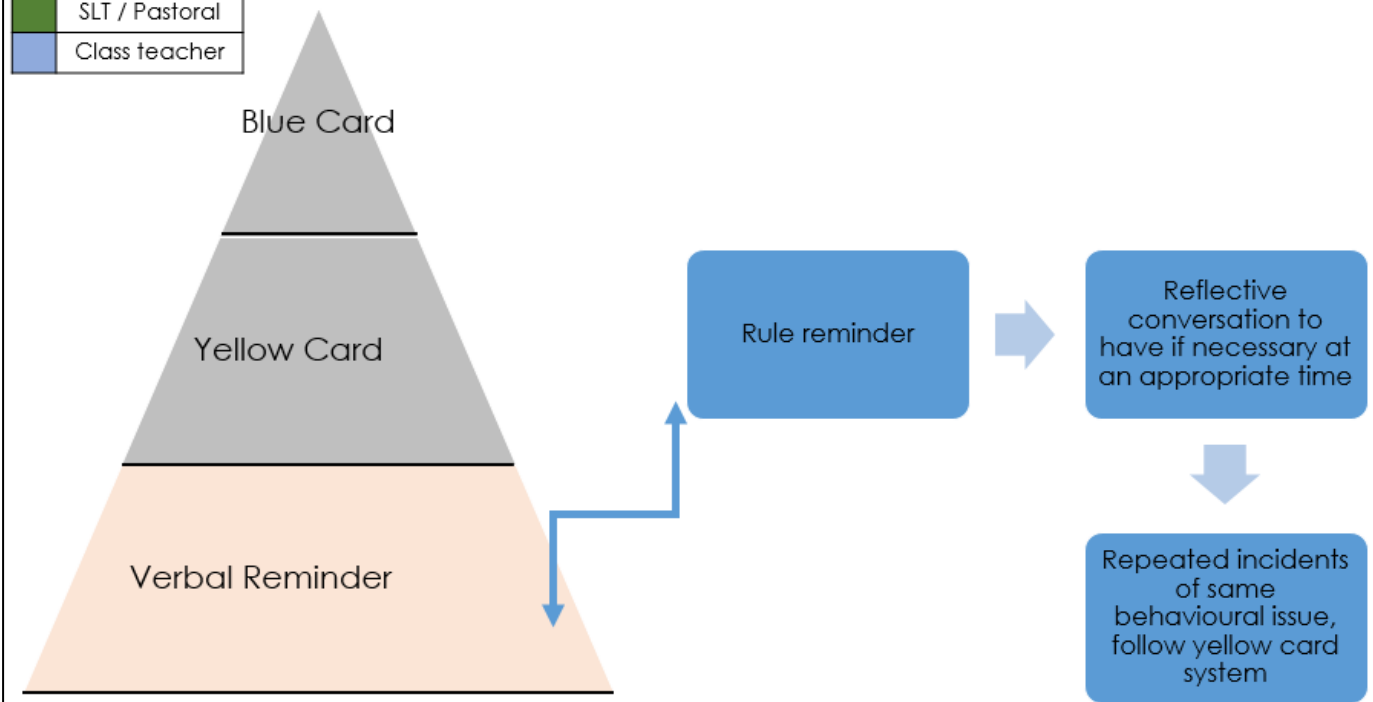
School provides reasonable adjustments to practice and provision such as and not limited to; access to the Sensory Room, a calm-box, regulation strategies such as 'walk and talk,' social stories, class safe spaces, weighted blankets, dark dens, and interventions to help children to be able to follow the school rules.

The diagram below describes and categorises different bands of behaviour in order of seriousness. It is up to the school's discretion to decide which band specific behaviours (which may not be described explicitly here) fall into, and to therefore respond with appropriate consequences.

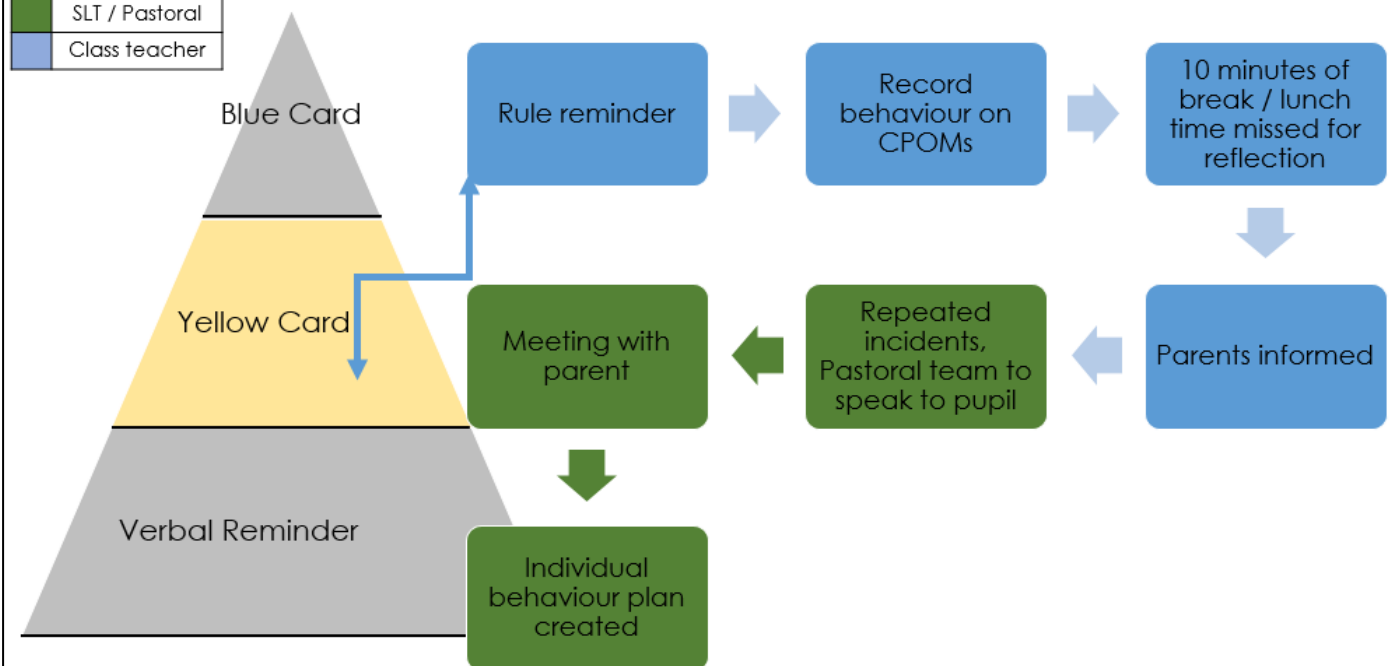
## Appendix 1

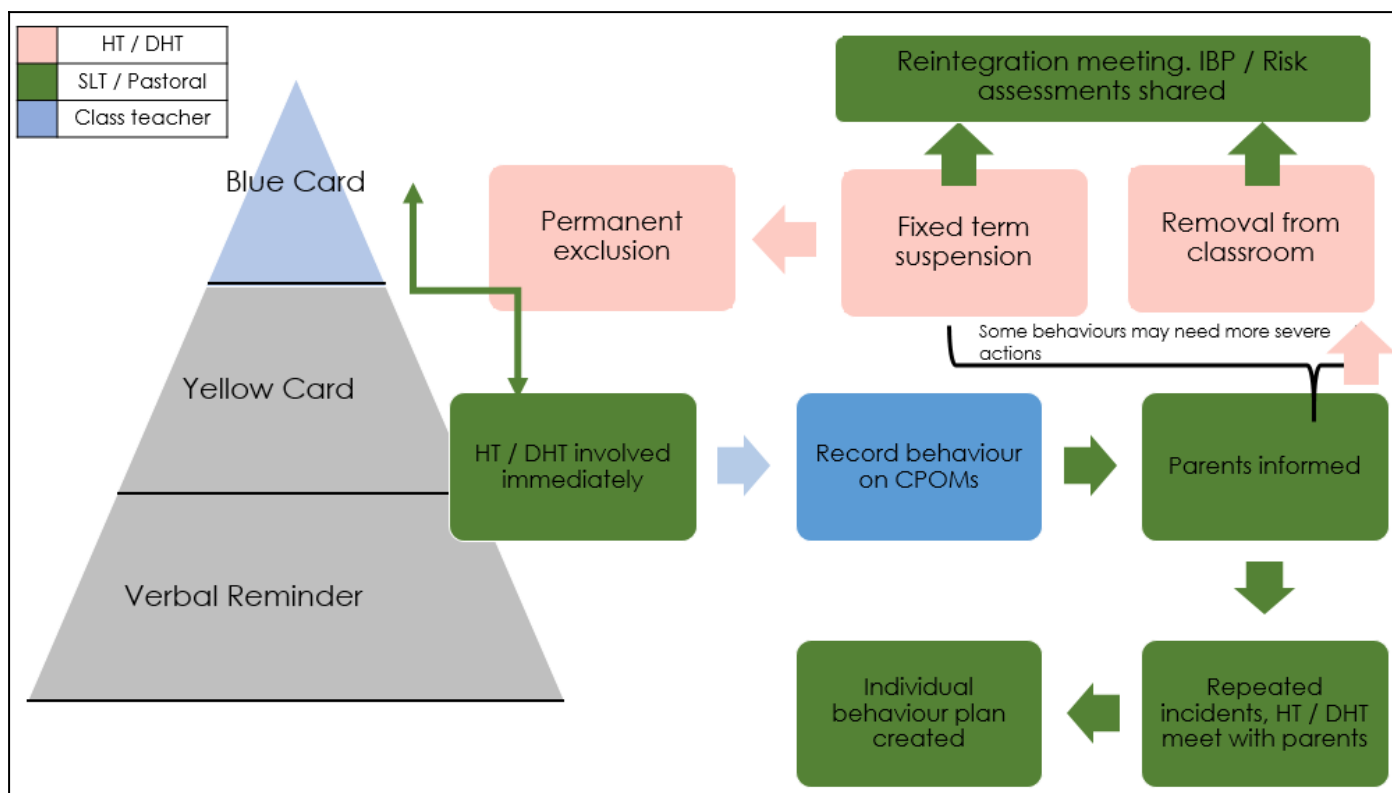


	HT / DHT
	SLT / Pastoral
	Class teacher



	HT / DHT
	SLT / Pastoral
	Class teacher





## Appendix 2

### Absconding

**Definition :** *To abscond is to 'leave without permission.'*

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps be taken to ensure that pupils are safe and remain within the school's care throughout the school day and during school-led activities.

Internal Absconding	External Absconding
Where a pupil leaves the care of the responsible person without permission but remains on the school site (Leaving the room/building without permission)	Where a pupil leaves the school site without permission. (Absconding from school grounds)
Where a pupil leaves a lesson without permission but remains on the school site. (Leaving the room without permission)	Where a pupil leaves an offsite provision without permission, e.g., curriculum swimming. (Absconding off-site)
	Where a pupil leaves a defined area or supervision of the responsible adult without permission, e.g., when undertaking fieldwork or on an educational visit. (Absconding off-site)



**Actions to be taken in the event of a child absconding.**

<b>Internal Absconding</b>	<b>External Absconding</b>
<p>SLT to be notified.</p> <p>Pupil to be monitored in a safe way and appropriate strategies used to engage the pupil and support them to return to an appropriate location/space</p> <p>Any individual plans for pupils to be followed.</p> <p>Parents/Carers to be notified as appropriate</p> <p>Review of the incident to be made by appropriate staff and adjustments made to prevent the same situation occurring again</p>	<p>SLT to be notified immediately</p> <p>The Police to be contacted immediately</p> <p>Parents/Carers contacted immediately</p> <p>Review of the incident to be made by appropriate staff and adjustments made to prevent the same situation occurring again</p>