



Thornhill Primary School

Behaviour Policy



Prepared By:	Mrs Clair		
Approved By:	HAMWIC Education Trust	Date:	7 th July 2025
Start Date:	June 2025	Review Date:	Summer Term 2026

Index Page

Purpose and Intent	Page 3
Relationships and Trauma Informed Approach	Page 4
Dys-regulation vs Defiance	Page 4
Restorative Practice	Page 5
Leadership and Management	Page 6
Monitoring and Evaluation of Behaviour	Page 7
School Systems and Social Norms	Page 7
Positive Praise	Page 8
Consequences	Page 9
Year 6`	Page 10
Behaviour Curriculum	Page 11
Zones of Regulation	Page 11
Identification of Pupils for Targeted Support	Page 12
The right to play: OPAL	Page 13
Universal Provision	Page 14
Neurodevelopmental Provision	Page 15
Child on Child Abuse	Page 17
Use of Reasonable Force	Page 18
Powers to Search	Page 18

[Appendix 1 – Behaviour Flowchart](#)

[Appendix 2 – Break and Lunch time behaviour flowchart](#)

[Appendix 3 – Behaviour Response for pupils with a CRP or BRP](#)

[Appendix 4 – Mobile Phone Pass](#)

[Appendix 5 – Restorative Practice Visuals](#)

[Appendix 6 - Scripts](#)

Purpose and Intent

The purpose and intent of this policy is to create and embed a safe and happy environment where everyone feels safe, respected and can learn. We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are committed to:

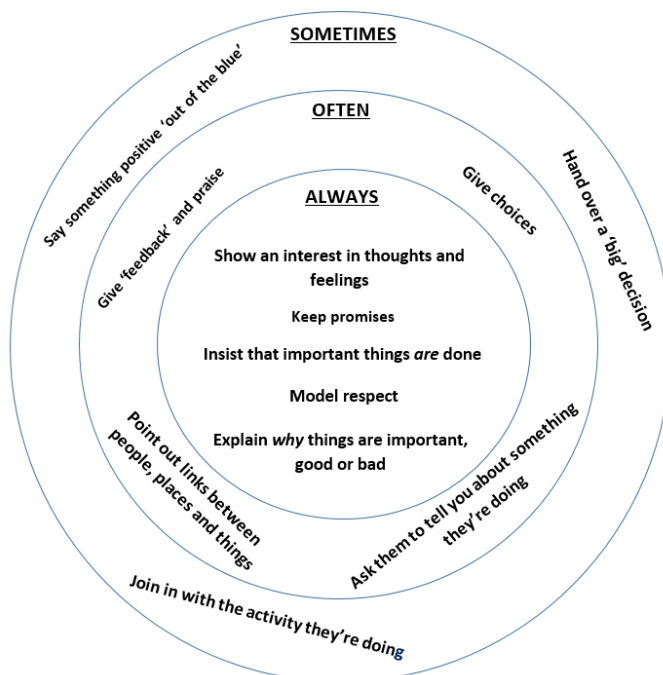
Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.

Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.

Emotional Well-being: Fostering an environment where pupils feel a sense of belonging, valued, respected, and heard, enabling them to express their emotions and concerns openly.

We also strive for our environment to be inclusive to all learners, ensuring every Pupil feels a sense of belonging within their classroom and the school. We believe that the best way to manage behaviour is through consistency and positivity and for our children, delivered through a relational approach. This approach to behaviour emphasizes building positive, supportive relationships as a foundation for understanding and addressing behaviour. Alongside this, a consistent approach from all staff, with a positive focus, promotes positive choices and, in turn, leads to a safe and happy learning environment.

There will be times when Pupils do not make positive choices for numerous reasons. When these choices have been made, we feel that Pupils need to learn to take responsibility for their actions and the choices that they make. Through consistent rewards and consequences, all staff play an important role in helping Pupils learn this vital skill. It is important that Pupils see positive attitudes and behaviour being modelled by adults consistently and continuously both in and out of school as this is the best way for them to learn appropriate behaviour. Developing high standards of behaviour is not left to chance and, by seeing adults promoting good social, emotional, moral and cultural development, it will help them develop their own understanding of acceptable behaviours and positive attitudes towards learning. We use the 'Always Often Sometimes' (AOS) method to structure this for staff:



Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools (February 2024).

Relationships and Trauma Informed Approach

Our school is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We therefore strive to offer a therapeutic approach instead of a control-based approach. We recognise the significance of creating a safe and supportive environment for all individuals within our school community. Our priority as a school is to ensure psychological and environmental safety first. It is the foundation on which everything else depends. The ability to learn without fear and the fear of being shamed in order to relate to others, engage in learning, in peace. Through a trauma informed approach, our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. It requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers, other agencies or each other when they are overwhelmed by an event, a situation or their feelings. To support us in achieving this, we have engaged in the Trauma and Attachment Aware Educational Settings (TAAES) project (with the Southampton City Council Educational Psychology service) since Autumn 2022. This has provided time to reflect upon and improve our policy and practice. For further details on the trauma informed approach, please see our relationships policy.

Dysregulation vs Defiance

Dysregulation and defiance are both part of typical child growth and development but usually by the age of 9 years, children are able to react calmly to emotional experiences or stressors. We know that we should expect defiance at school, but we will not accept it at Thornhill, and we are striving to change of narrative of this being 'the norm'. Managing dysregulation and defiance can create a 'tug of war' between staff and children. This can create constant high tension and can break the connection between staff and pupil.

Staff are expected to respond

predictably promptly assertively

in order to...

Improve deter protect

We also endeavour to "connect before correct" through our behaviour responses. This is a phrase emphasising the importance of building strong relationships and understanding before addressing behaviour or issues. It is a core concept in positive discipline, early childhood education, and parenting. The idea is that when you connect with someone, they are more likely to be receptive to guidance and correction. Staff should provide consistency and alignment through well-established whole school routines. We believe that routine is regulation. We are striving to provide alignment through our interactions with pupils, environments and co-produced routines (agreed routines from the 'Walkthru' books on: Signal/Pause/Insist, Think Pair Share, Cold Calling, Say it again better) so that children know what to expect as they move through the school.

Communication

The key to a well-balanced behaviour policy is communication. As such, this policy aims to set out the methods we will use to manage behaviour in a clear and concise manner. Effective communication is always a challenge, we aim to move towards a transparent policy where communication between staff, Pupils and parents is fluent. We will communicate within school, with home at the appropriate stages and we will communicate openly with outside agencies when needed. By involving parents and Pupils fully within the behaviour management process, we hope to build a fair and transparent approach to behaviour. Our behaviour posters set out the expectations for pupils and staff.

Restorative Practice

Maintaining positive relationships between all key stakeholders, often requires the use of restorative practice. In essence, restorative practice is the practice of ensuring open communication continues between alleged victims and perpetrators of negative behaviour. Through this process, Pupils are encouraged to not only talk about the incident that occurred, but the factors that took place in the lead up to the incident and what they were expecting to happen as a result of their actions. This way, alleged perpetrators and victims are all able to share their views in a safe environment and decide appropriate consequences that may differ from the behaviour policy. We are a restorative school and, by adopting this approach, we ensure that power is given to the pupils in managing and, if needed, improving their own behaviour. We support engagement from all pupils in this process through the consistent use visual cards (see appendix 6).

Leadership and Management

We are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. The response to behaviour will be through the HAMWIC Trust graduated response to behaviour. This response means that all Pupils in the school have access to levels of support which suits their needs. The members of staff responsible for ensuring that the graduated response is followed and for the monitoring and evaluating of behaviour are Mrs Gemma Clair (Assistant Head for Inclusion) and Miss Krystal Whyte (Inclusion Support).

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses. All staff members, including teachers, teaching assistants, administrative staff and the site team, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

Classroom Teachers:

Classroom teachers are responsible for creating a safe and inclusive classroom environment as well as building positive, supportive relationships (through consistency of AOS, as previously mentioned). They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy. We ensure that teachers 'pick up their own tab'. In Paul Dix's "When the Adults Change, Everything Changes," "picking up your own tab" refers to the idea that teachers should address student behaviour issues directly, rather than delegating the responsibility to other staff members or relying on fear-based tactics. This approach emphasises consistency, calm, and predictable adult behaviour as key to shaping positive student conduct.

Teaching Assistants:

Teaching assistants work closely with teachers to provide a support role to pupils. They provide emotional support, motivating, boosting self-esteem, keeping children on task – crucial for getting

children ready to learn. They also assist in implementing behaviour strategies and ensuring individualised support where needed.

SENDCo/Inclusion Lead:

Our Inclusion Lead oversees the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principle of 'Connecting before Correcting'.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

Observations during lessons, transitions and on the playground

Regular Review Meetings

Surveys and Feedback

Professional Development

The headteacher, Inclusion Lead and Inclusion Support also meet once a half term to analyse behaviour trends and data and adjust our whole school provision according to the needs of our children and community.

Behaviour based incidents are logged by all staff on Bromcom. This tracks:

- Repetitive low-level behaviours.
- Serious behaviour, including those of a verbal, aggressive or destructive nature and those that result in higher level consequences such as internal exclusion or suspension.
- Child on Child abuse (for more information on Child-on-Child abuse, see Child on Child abuse section).

All incidents are reviewed by the behaviour team and are discussed. Further to this, serious behaviour incidents which require the use of reasonable force or additional consequences are also logged on CPOMS.

School Systems and Social Norms

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. We believe that 'routine is regulation' and reduces cognitive load for pupils. These are regularly communicated to pupils, parents, and staff and changes to routine, which can cause children to be unsettled, are communicated through the use of social stories.

Our school rules are to be:

'Ready, Respectful and Safe'

These whole school rules are consistent for all pupils from Year R to Year 6, and, through their simplicity, provide a standard of behaviour that we expect from all Pupils. Alongside the class promises, we also have class and lunchtime promises that are devised and agreed by all staff and Pupils during the 'establishment phase' (established during week 1 of the school year and re-established after every school holiday). Promises for the classroom and lunchtimes will be displayed within the classroom and hall as appropriate. They will be used throughout the year to reward those who are keeping to the promises and follow the consequences outlined as required for those who are not.

The online world is now considered a social norm. Managing online behaviour is growing increasingly difficult with the rise of internet enabled devices and the wide variety of communication apps being released each year. Guidance from the Department for Education does state:

'Many online behaviour incidents amongst young people occur outside the school day and off school premises. Parents are responsible for this behaviour.'

With this in mind, we teach the pupils through our PSHE curriculum that the minimum age rating for most social media-based and messaging apps such as WhatsApp, TikTok, X, Facebook and Instagram are 13 due to the requirement of collecting personal data and the emotional maturity of its users. As such, Pupils in primary school should not be using these apps and therefore the impact that the school can have on resolving issues caused by these is limited. Although the Department for Education guidance does state that online behaviour out of school hours is parental responsibility, these incidents will often affect school culture or behaviour which means that we will continue to hold all Pupils to the same rules and responsibilities that are in place for all Pupils within school. All Pupils have a right to be safe, regardless of whether online or in school. Off-site, we continue to expect similar standards of behaviour to in the classrooms.

Positive Praise

Every classroom from Year 1 to Year 5 displays the same positive behaviour board in their classroom, shown below:



5. Finally, after showing the school rules continuously for a long period of time and for having tried incredibly hard for a long period of time, pupils will be sent for a lucky dip prize to celebrate their achievements.
4. After the silver sticker, for again continuing to show the school rules consistently, the pupil's name can be moved up again to the gold sticker section. Pupils will receive a gold sticker, again as a visual symbol that can enable other adults to continue to celebrate the Pupil's success.
3. For consistently showing the 3 rules, the pupil can move their name up again and receive a silver sticker. The silver sticker goes on the pupil's clothes and is a visual symbol to all adults and pupils that the Pupil has been keeping to the 3 rules. Other adults can ask the Pupil what the sticker was awarded for continuing to celebrate the Pupil's success after the event.
2. For showing the 3 rules, pupils can move their name up to the 'Well Done!' stage of the board.
1. Pupils come into school and place their green name on the ready to learn space. This symbolises that they are ready to learn. If a pupil does not place their name on ready to learn, it shows, through non-verbal methods, that they may need some additional support and that can be given quickly by the class teacher or TA.

It is important that, alongside positive praise, Pupils are aware of what they are being praised for. As such, it is crucial for staff to specify the positive behaviour, such as:

"Well done pupil's name for listening and following instructions well." or 'Pupil's name... thank you for tidying up so carefully."

Alongside being rewarded for positive attitudes and behaviours, good effort and work towards learning outcomes are also rewarded. Pupils are asked to share their work with a member of the Senior Leadership Team, receive a headteacher's award sticker for themselves and a celebratory stamp in their book.

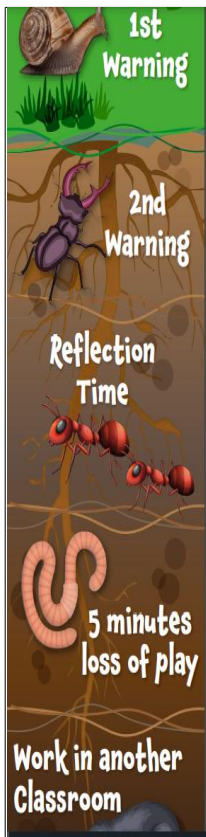
Finally, in order to encourage a sense of teamwork, unity and belonging, each class collects 10 objects for set targets within each classroom. When these 10 objects have been collected, the class can decide on a whole class reward of their choosing.

Consequences

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our disciplinary process is transparent, with pupils and parents being informed of consequences and the reasons behind them. These are displayed alongside the positive praise boards, each

classroom from Year 1 to Year 6 also displays the consequences board. The boards are different for Years 1-3 and Years 4-6.

Year R, 1, 2 and 3



1. Pupils' names do not start the day on the consequences board. If a pupil is not showing the school rules, they will be given a verbal warning, and their name will be moved to the first warning section.
2. If a pupil continues to show negative choices or not follow the school rules, their name will be moved further down to having a second warning.
3. If a pupil continues still to show negative choices or is not following the school rules, their name will be moved further down. This will result in the pupil needing to have reflection time within the classroom. This time is used to help the pupil self-regulate and to think about how to change their behaviour going forward.
4. If, after reflection time, the pupil continues their negative choices, their name will be moved down further, this will result in a 5-minute loss of play time to complete missed learning. This will happen at the next available break.
5. Finally, if the above chances have not worked and the negative choices continue, the pupil will be sent to work in another classroom.

Years 4, 5

The board for Year 4 and 5 is very similar to the board for Years 1, 2 and 3. The main difference is that the number of warnings is reduced.



1. Pupils' names do not start the day on the consequences board. If a pupil is not showing the school rules, they will be given a verbal warning, and their name will be moved to the first warning section.
2. If a pupil continues still to show negative choices or is not following the school rules, their name will be moved further down. This will result in the pupil needing to have reflection time within the classroom. This time is used to help the pupil self-regulate and to think about how to change their behaviour going forward.
3. If, after reflection time, the pupil continues their negative choices, their name will be moved down further, and this will result in a 5-minute loss of play time to complete missed learning. This will happen at the next available break.
4. If the pupil continues to make negative choices, their name will be moved down further, and this will result in a 10-minute loss of play time to complete missed learning. This will be completed at the next available break and will be 10 minutes, regardless of whether the pupil has already lost 5 minutes of break time.
5. Finally, if the above chances have not worked and the negative choices continue, the pupil will be sent to work in another classroom.

Other Consequences

For more extreme behaviours and incidents which are repetitive in nature, other consequences can be used, and the school reserves the right to use these as needed. These include afterschool detentions, internal exclusions, alternative exclusions and suspensions. These consequences can be used in extreme situations and will be discussed with parents.

Flowcharts have been created to assist the whole school community to understand when these consequences can/could be issued. These are shown in Appendix 1, 2 and 3. The flowcharts reset at the beginning of a new term: September, January and April.

Please note that whilst these will be followed for routine behavioural circumstances, in more extreme situations the school reserves the right to issue alternative consequences if suitable.

Afterschool Detentions

These are primarily used when the behaviour seen includes 'work avoidance', where pupils are repetitively out of class to avoid completing work. Before issuing an after-school detention, numerous alternative strategies will have been tried which could include change of face, offering of alternative tasks or time in the Hive to co or self-regulate away from the classroom. The maximum length of an afterschool detention is 1 hour, and the time of the detention will be discussed during the phone call home. After school detentions can be issued by the class teacher, Senior Leadership Team (SLT) and the Inclusion team. These after school detentions will include making up for lost work time, discussions around what happened to lead up to the issue of work and support in changing this behaviour going forward.

Internal Exclusion

These can be issued by the Senior Leadership Team (SLT) and the Inclusion Team in response to higher level behaviours which put pupils or adults in danger, including violence towards others and/or refusing to co-operate with a search (see below, Powers of Search). Internal exclusions mean that the pupil is not in the classroom and is completing their learning with a member of the school SLT. Depending on the length of the internal exclusion, this could also include having a separate break time. Internal exclusions can also be issued for incidents of bullying (see separate bullying policy).

Suspension

These can only be issued by the Headteacher, Mrs Carroll. In her absence, these can be issued by Mrs Garthwaite (Assistant Headteacher), Mrs Clair (Assistant Headteacher for Inclusion). These are used as a clear signal of what is unacceptable. These can be issued for the following reasons:

Physical assault against a pupil or adult.

Verbal abuse or threatening behaviour against a pupil or adult.

Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy (See List 1 and 2 below in 'Powers of Search')

Bullying, racist abuse, abuse against sexual orientation or gender reassignment, abuse relating to disability.

Written letters will be issued when a suspension has been given and, during the period of external exclusion, it is the duty of the parent/carer to ensure that the pupil is not visible in public places during school hours. The school will provide learning for the pupil to engage in at home during the period of suspension.

Year 6

We recognise that the children in Year 6 require a different approach to behaviour and have implemented the Bands of Trust as a bespoke system to support our oldest children in their preparation for secondary school. This provides a stepped approach to behaviour. The children earn different levels of responsibility/privilege, depending on the band they are on. This system emphasises the importance of taking responsibility for behaviour choices.

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. These may include suspension (Internal or external), a ban on bringing mobile phone to school or an awareness session in school. If parents would like pupils to bring mobile phones into school, they must first complete a mobile phone pass (see appendix 4).

Behaviour Curriculum

Our school vision is:

'Together we will grow successful learners, responsible citizens and safe and happy individuals'

Alongside everyone having the right to be safe and the right to learn, we feel that the linked skills to our school value and rights are:

The right to be safe and happy; the right to learn.

These skills are regularly discussed in larger key stage assemblies, where pupils begin understanding these skills by co-producing the school learning heroes - mascots to champion the individual skill and then follow up assemblies. These assemblies are also followed up in class.



Team Bee reminds us to work together, listen to each other, show empathy, collaborate and respect everyone.



Hardy Hedgehog reminds us to get in the flow, be resilient, never give up, persevere and stick at it.



Meet our Minion Bob. He reminds us to ensure that everyone is safe and happy.



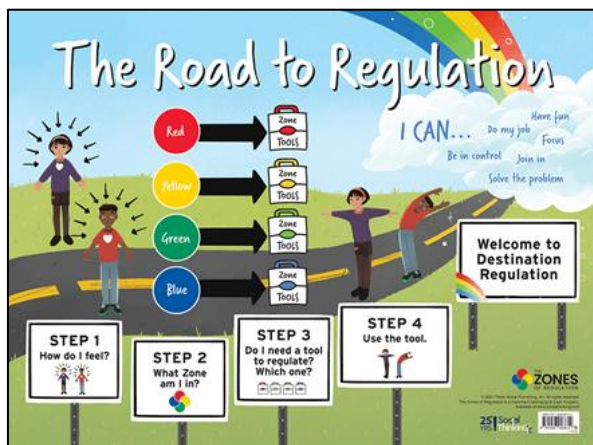
Paddington reminds us to make responsible choices.

We have a second weekly assembly within classrooms which have a theme of safety and happiness (see the personal development overview).

The skills related to the school rules are also taught through PSHE modules for each year group and in assemblies. Every year group have a weekly My Happy Mind session, a PSHE unit on keeping safe, along with additional units on topics including communities, friendships, managing feelings and changing as we grow.

Zones of Regulation

The Zones of Regulation provides our children with an easy way to think and talk about how they feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life (see appendix 5). Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation. Within each classroom, the children can use the Regulation Station, which is a place where the children follow 'The Road to Regulation':



We use the zones as a whole school approach as well as delivering the Zones of Regulation Programme to individuals or small groups, if further support to explore the language of emotions and to develop a personalised tool kit of strategies is required.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in Appendix 4 of this policy. Core aspects of pupil support are summarised below. A team of key staff will discuss the 'parachute of support' around children who are presenting challenging behaviour. This is the network of adult care and support that each individual has around them providing vital guidance and stability. This could be positive adult role model from after school club, youth/sports club or a mentor. Staff will endeavour to strengthen this 'parachute' and will also consider ways of strengthening home adults to provide further support.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated (often in our regulation room, The Hive, supported by our Inclusion Support worker. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours.

In school, all staff support behaviour on a day-to-day basis by using positive praise and upholding consequences. Whilst all staff support behaviour, the following members of staff take a lead in supporting pupils' behaviour, when required:

	Mrs Clair	Assistant Head for Inclusion
	Miss Whyte	Inclusion Support

	Mrs Whyte	Nurture and ELSA Lead
	Miss Atkins	Nurture Teaching Assistant

Pupils who may benefit from behaviour support are identified by classroom staff and the pastoral team through the graduated response. The pupils' presentation and potential needs will be discussed with the Inclusion team. This means that pupils are offered more support or intervention if barriers to learning have been identified.

The right to play – OPAL Programme

It has long been recognised that play is fundamental to a child's health, happiness, development and wellbeing. Article 31 of the UN Convention on the Rights of the Child states: Every child has the right to rest, relax, play and to take part in cultural and creative activities. Play is how young children learn to navigate the world, and build narratives, knowledge and social skills. Play is essential business for children.

Research has also shown that children spend 20% of their time in primary school playing. One fifth of their total time in school MUST be viewed as important enough to take seriously and develop just as well as we do for subjects like English and Maths. In 2025 we started our OPAL development journey. For us at Thornhill Primary, this is a long-term commitment to prioritising learning through play.

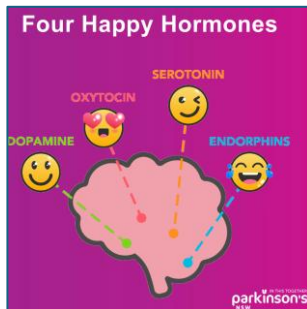
OPAL helps us to ensure that every child has a daily DOSE of happy hormones:

Dopamine - is a neurotransmitter and a hormone that plays a crucial role in the brain's reward system, influencing motivation, learning, movement, and mood. It's often referred to as the "feel-good" chemical, but its function is more about "wanting" or craving something.

Oxytocin - Oxytocin is a peptide hormone produced in the brain that plays a crucial role in social bonding, reproduction, and childbirth. It's often called the "love hormone" or "cuddle hormone" because of its effects on social behavior, trust, and emotional attachment.

Serotonin - Serotonin, also known as 5-hydroxytryptamine (5-HT), is a neurotransmitter and hormone that plays a crucial role in various bodily functions. It influences mood, appetite, sleep, and digestion, and is involved in the regulation of body temperature, blood flow, and breathing. Serotonin is produced in the brain and throughout the body, particularly in the intestines.

Endorphins - Endorphins are natural pain relievers produced by the brain that can also create feelings of euphoria and well-being. They are released in response to various stimuli, including exercise, pain, stress, and pleasurable experiences.



Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes;

Restorative practice – staff are trained in restorative practice. This means any conflict can be unpicked through conversations with all everyone involved.

Southampton Pathways for safeguarding and support services.

Southampton Mental Health in Schools Team

Educational Psychology Team including their 'Challenging Behaviour Consultations' and 'Emotionally Based School Absence' Consultations.

Inclusion Services when considering reduced timetables Inclusion services (southampton.gov.uk)

CAMHS wellbeing hub/Single Point of Access

Schools Therapy Resource Pack – Solent NHS Therapy Service

Advice from the Virtual School for looked after children

Advice from the SEN Team

EBSA Guidance

Southampton Inclusion Partnership (formerly Southampton Advisory Outreach Service)

Emotion Coaching

Use of ELSA/Family Support Worker

We employ Emotional Literacy Support Assistants (ELSAs) who can provide individual and small group support and also run a KS2 Nurture group each afternoon to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

Small Group Interventions

Small group interventions, such as the 'Understanding Myself' programme, 'Talk About' and the 'Zones of Regulation' programme are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.

We also use:

Hamish and Milo

Attention Autism

1:1 ELSA sessions

Friendship Terrace – social skills intervention for KS1 and Year 3 in small groups.

Precision Teaching - 1:1 regular support for numerous different skills. Precision teaching is targeted and has been shown to be beneficial to pupil's progress.

Awareness sessions – Individualised lessons based on our school rules and vision such as discriminating language and verbal aggression.

Emotional Support – Pupils can spend regular sessions with a trained Emotional Literacy Support Assistant (ELSA). These sessions include a wide range of emotional support topics including bereavement, anger management and self-esteem boosting.

The Hive – a regulation space where pupils who are struggling to manage the classroom environment, for whatever reason, can co or self-regulate in a quiet space with emotionally available adults.

Nurture Provision – selected pupils are offered a place in a calmer, small group environment.

Outreach – if, following numerous alternative interventions, a pupil is still struggling to manage their behaviour, outreach applications can be made to services such as Southampton Area Outreach Service (SAOS), the Primary Heads Inclusion Group (PHIG) or the Southampton Educational Psychology Service.

Neurodevelopmental Provision

At Thornhill, we have identified a high level of pupils with an ND profile (predominantly Autism and ADHD through our whole school ND tracking spreadsheet) and employ a 'needs led' as opposed to a 'diagnosis led' approach. We have developed our staff and pupil understanding, tolerance and support by taking part in the 'Autism in Schools' Programme (through SCC). All staff have taken part in professional development training, and we have developed our provision to support these pupils on a journey to understand themselves more fully and to enhance our provision. This involves resources such as mini scripts (see appendix 7), moveable now/next/then boards, social stories, awareness sessions and whole school celebrations and assemblies about neurodiversity and specific interventions such as the 'Understanding Myself' programme.

Pupil Transition and Development

All classes have the first week (or longer for Years R and 1) of the new academic year as their 'Establishment Phase'. The purpose of the establishment phase is to establish routines, develop the class promises and to have time as a class to work together and build positive, meaningful relationships. This is then recapped after each holiday over one or two days and we call this time 'rest and reflect'.

Alongside the first week of the academic year, we recognise that there are also other times when transitions are important to pupils. We see these as:

Joining the school

There will be times when pupils join the school mid-year. When this happens, these pupils will have missed the establishment phase. As such, class teachers and pupils within the class will assist the new starter in understanding the routines and classroom expectations.

Returning from suspensions

Following a fixed term exclusion, a meeting known as a 'reintegration' meeting takes place between a member of the school's Inclusion Team or Senior Leadership Team. This meeting takes place with the pupil and parent/carer before the suspended pupil returns to school. In this meeting, strategies are discussed regarding how to change the previous behaviour and a plan moving forward will be agreed. During this meeting, a 'Reintegration Plan' will be completed, and a reintegration activity is planned for and completed with a trusted member of staff, to ensure a smooth return to school. If the child has a Communication Response Plan, this will be reviewed by key staff following a suspension and provision will be adjusted according to the needs of the child and then shared with the parent/carer in the meeting. Copies of the meeting notes will be kept on file and shared with the class teacher.

Part Time Timetables

With parental agreement, and in line with LA guidance ([SCC part time timetable guidance](#)), part time timetables can be implemented to assist pupils in managing the school day / return to school. These are not designed to be long-term solutions and can be beneficial to pupils on a short-term basis. These can aid transition into the school, when required.

Alternative Provision

Should it be clear that, after interventions, suspensions are still happening and behaviour is not improving, alternative provision could be an avenue to discuss with parents. This would involve an application to the PHIG group, and it could involve a placement at the Compass school – a pupil referral unit for primary aged pupils. Transition will be arranged for this situation on a pupil-by-pupil basis.

Reasonable Adjustments for Pupils with Special Educational Needs and/or Disabilities (SEND)

The equality act (2010) states that schools must make ‘reasonable adjustments’ to ensure that pupils with SEN are not at a substantial disadvantage compared to their peers. As such, we realise that this universal provision may not be appropriate for all pupils.

Within the graduated response to behaviour, pupils may be supported in class by a Communication Response Plan (CRP). This document is like the Individual Education Plan (IEP) and sets out proactive strategies that will support pupils to be successful and to avoid suspensions.

Risk assessments can also be written for pupils who pose certain risks, such as absconding from school site or violent tendencies towards pupils or adults.

If a pupil has an Educational Health and Care Plan (EHCP), they will have certain targets to work towards as a part of their plan. Pupils with EHCPs are awarded hours of funding. This funding does not usually detail specific 1:1 support, and best practice for pupils is usually not to give 1:1 support for the whole school day.

Child on Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education. The Department for Education states:

‘All staff should be aware that children can abuse other children (often referred to as Child-on-Child abuse), and that it can happen both inside and outside of school or college and online.’

Child-on-Child abuse is the term chosen by the DfE and, by definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

Child on child abuse can be used as an overarching term for the following behaviours:

Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Hate incidents and hate crimes.

Abuse in intimate personal relationships between children.

Physical abuse.

Racism.

Initiation/Hazing type violence and rituals.

Harmful sexual behaviour (including sexual violence and sexual harassment) including within online conduct in school and at home.

Pupil sexual exploitation.

Pupil criminal exploitation.

The school has a no tolerance policy on Child-on-Child abuse and will take all disclosures seriously. These incidents need to be reported to a member of the safeguarding team.

Child on adult abuse can be used as an overarching term for the following behaviours:

- Harmful sexual behaviour (including sexual violence and sexual harassment) including online conduct in school and at home.
- Racism.
- Physical abuse.
- Hate incidents and hate crimes.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Use of Reasonable Force

There may be times when pupil's behaviour presents particular challenges that may be requiring of 'positive handling.' Positive handling is defined as:

'The use of force to intentionally restrict a pupil's movement against their will.'

Positive handling is always the last resort and is not to be confused with physical contact that may be appropriate within the school day, such as physical guidance in PE lessons or practical activities, emotional support when pupils are distressed, or physical care.

All staff have a duty of care towards the pupils in the school. This includes the legal power to use reasonable force if necessary (Education and Inspections Act, 2006).

Whilst in most cases an activity diversion, request to stop or reminder of what could happen would be enough to stop the behaviour, if judged as necessary, positive handling can be used by any member of staff when a pupil is:

- Causing injury to another pupil.
- Causing injury to themselves.
- Causing injury to a member of staff.
- Causing injury to a visitor.
- Damaging the possessions of others.
- Damaging the school property.
- Committing an offence (if the pupil is under the age of criminal responsibility).

Positive handling can also be appropriate when, although not happened yet, the above are deemed as highly likely to happen. These situations could include when a pupil refuses to leave a room or if staff need to physically intervene with a fight either during its occurrence or before it happens.

It is up to schools to decide as to whether to inform parents when reasonable force or positive handling has been used. Key staff members are trained in the use of Securicare. At Thornhill Primary School, any restraint based positive handling or active physical contact (such as leading a pupil out of the classroom by the arm) will be reported to the parent/adult who picks up the pupil.

Powers to Search

The headteacher and staff they authorise have a statutory power to search a pupil or their possessions when they have reasonable grounds to suspect that the pupil may have a prohibited item (see list below) or any other item that the school rules identify as an item which may be searched for.

The Department for Education list of prohibited items (List 1) is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- o Commit an offence, or

- o Cause personal injury to, or damage to property of; any person (including the pupil).

- An article specified in regulations:

- o Tobacco and cigarette papers;

- o Fireworks; and

- o Pornographic images

Further to these items (List 2), the school also holds the right to search pupils and possessions for:

- Mobile phones that have not been handed in at the start of the day (as per Mobile Phone Policy)
- Smart watches
- Communication devices
- GPS devices
- Chewing Gum

The Headteacher, Mrs Carroll, has authorised the Senior Leadership Team to search pupils for any of the listed items in List 1 and 2:

Any searches that take place will be reported to the Designated Safeguarding Lead and, before any search takes place, the member of staff should explain to the pupil why they are being searched, and the pupil should be given the opportunity to ask questions. If the pupil refuses to co-operate, the member of staff can use reasonable force to search for any prohibited items detailed in List 1, but not those in List 2. If a pupil refuses to co-operate with a search for items listed in List 2, the pupil can be disciplined in line with the school's behaviour policy.

Parents must be informed of a search for a prohibited item that has taken place (listed in List 1), but it is the school's discretion as to whether parents are informed of a search for an item prohibited by the school rules (List 2).