

Thwaites School

BEHAVIOUR AND ANTI-BULLYING POLICY AND PROCEDURES
2026 - 2027

THWAITES SCHOOL

BEHAVIOUR and ANTI-BULLYING POLICY AND PROCEDURES

2026/2027

At the time of publishing the following roles were held:

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Behaviour Lead	Mark Redhead
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Approved by

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Position:	Headteacher
Signed:	<i>M. Redhead</i>
Date:	17/09/2026
Review date:	17/09/2027

Approved by

Name:	Ruth Procter
Position:	Safeguarding Link Governor
Signed:	<i>R. Procter</i>



Review Table				
Version	Description of Change	Date	Approved By	Next Review
1.0	Full review and rewrite of Behaviour and Anti-Bullying Policy and Procedures to reflect the school's relational behaviour approach, restorative practice, inclusive behaviour systems and current statutory guidance	17/09/2026	Safeguarding Link Governor	17/09/2027

This policy will be reviewed annually, or more frequently in response to changes in legislation, statutory guidance, school circumstances or identified safeguarding or behaviour priorities.

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1. Vision and Ethos

At Thwaites School, we believe that positive behaviour is fundamental to creating a safe, calm and successful learning environment where every child feels valued, supported and able to thrive. Our vision, *Enjoy Learning, Achieve Success*, underpins every aspect of school life and reflects our commitment to developing confident, respectful and responsible young people.

We believe that behaviour is part of learning. Positive behaviour is explicitly taught, consistently modelled and regularly reinforced through clear routines, strong relationships and shared expectations across the school community. We aim to create an environment where children feel safe, understood and encouraged to make positive choices so that they can fully engage in their learning and contribute positively to school life.

At the heart of our approach are the Three Bees:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These simple and consistent expectations provide children with a clear understanding of how to behave in classrooms, around school, at lunchtime, online and within the wider community. They create a shared language which supports consistency between staff, pupils and families and helps children to develop self-regulation, resilience and social responsibility.

At Thwaites School, we use a consistent whole-school behaviour system which helps children understand expectations and respond positively when behaviour falls below those expectations. Staff use calm reminders, redirection and opportunities for reflection to help children recognise and correct behaviour independently wherever possible. When needed, predictable consequences are used to support reflection, restore relationships and minimise disruption to learning.

Our approach to behaviour is rooted in empathy, consistency and relational practice. We recognise that behaviour can sometimes communicate emotional need, frustration, anxiety or difficulty with self-regulation. Staff work proactively to build positive relationships with pupils and to understand the individual needs of children while maintaining high expectations for behaviour and conduct. We believe that children should be supported, guided and taught how to make positive choices, whilst also understanding that actions have consequences.

We are committed to ensuring that consequences are fair, proportionate and restorative in nature. Children are encouraged to reflect upon their behaviour, understand the impact of their actions on others and take responsibility for repairing relationships where difficulties arise. Our aim is not simply to sanction inappropriate behaviour, but to help children learn from mistakes and develop the skills needed to succeed socially, emotionally and academically.

We recognise the importance of consistency in maintaining a positive behaviour culture. All staff are expected to model respectful relationships, emotionally regulated responses and professional conduct at all

times. By responding to behaviour calmly and predictably, staff help children to feel safe, secure and supported, even when behaviour needs to be challenged.

We are proud of the strong relationships that exist between staff, pupils and families at Thwaites School. We believe that effective partnership working between home and school is essential in supporting children to succeed. Parents and carers are kept informed about behaviour where appropriate and are encouraged to work collaboratively with staff to promote positive outcomes for children.

We do not tolerate bullying, discrimination, harassment, intimidation or behaviour which causes others to feel unsafe. All members of the school community are expected to treat one another with dignity, kindness and respect.

Through a carefully planned behaviour curriculum, consistent routines and emotionally supportive practice, we aim to create a school where children:

- feel safe, valued and included;
- develop self-discipline, resilience and confidence;
- show kindness, respect and responsibility;
- understand the impact of their actions;
- regulate their behaviour appropriately;
- and take pride in contributing positively to the school community.

At Thwaites School, we believe that all children can succeed when they are supported within a culture of high expectations, consistency, care and belonging.

2. Our Behaviour Culture at Thwaites

2.1 The Three Bees

At Thwaites School, our behaviour culture is built around the Three Bees:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These expectations underpin all aspects of school life and provide children with a clear and consistent understanding of how we behave towards ourselves and others. The Three Bees are embedded throughout the school day and are referred to regularly by staff to reinforce positive behaviour, support reflection and promote consistency across the school community.

Children are explicitly taught what the Three Bees look like in practice in classrooms, around school, during playtimes and lunchtimes, on educational visits and online. Staff use the shared language of the Three Bees to recognise positive behaviour, redirect inappropriate behaviour and support children in making positive choices.

Examples of this may include:

- praising children for being “ready to learn”;
- reminding children to “be respectful” during discussions or play;
- helping children reflect on whether their behaviour is “safe” for themselves and others.

The Three Bees create a consistent whole-school language which supports children in developing self-regulation, social awareness and positive learning behaviours.

2.2 Behaviour as Part of Learning

At Thwaites School, we believe that positive behaviour is taught in the same way as any other aspect of learning. Children are supported to understand behavioural expectations through modelling, practice, routines, discussion and consistent reinforcement from adults.

Behaviour expectations are regularly revisited through:

- classroom discussion;
- assemblies;
- PSHE and wider curriculum opportunities;
- restorative conversations;
- reflection activities;
- and daily classroom practice.

Staff explicitly model respectful communication, calm behaviour and emotionally regulated responses. Children are encouraged to reflect upon their behaviour, consider the impact of their actions on others and develop the skills needed to manage emotions and resolve difficulties positively.

We recognise that children will sometimes make mistakes or require additional support to meet behavioural expectations. Staff respond proactively and consistently to help children learn from these situations and make positive choices moving forward.

2.3 Routines and Expectations

Consistent routines help children feel safe, secure and ready to learn. Across the school, staff establish clear expectations for behaviour and reinforce these consistently throughout the day.

Children are expected to:

- arrive ready to learn;
- follow adult instructions;
- move calmly and safely around school;
- speak respectfully to others;
- care for equipment and the school environment;

- listen attentively;
- allow others to learn without disruption;
- and behave safely during lessons, playtimes and lunchtimes.

Staff support children in meeting these expectations through positive reinforcement, reminders, visual prompts, modelling and restorative conversations where needed.

At lunchtime and during less structured times of the day, the same behaviour expectations and shared language are used consistently by all staff. This helps children experience a predictable and supportive behaviour culture throughout the school.

2.4 Green, Yellow and Red Behaviours

At Thwaites School, behaviour is supported through a clear and consistent graduated behaviour system using Green, Yellow and Red behaviours. This provides children and staff with a shared understanding of expected behaviour and ensures responses to behaviour are predictable and consistent across the school.

The behaviours associated with each category are outlined in the school's *Green, Yellow and Red Behaviours* guidance and are taught explicitly to pupils. Staff regularly refer to these behaviours when supporting children to make positive choices and reflect upon their actions.

The graduated response and consequences linked to these behaviours are set out within the school's Behaviour Ladder. Staff follow the Behaviour Ladder consistently to ensure that responses remain fair, proportionate and supportive whilst minimising disruption to learning.

The purpose of the system is to:

- reinforce positive behaviour;
- provide children with opportunities to recognise and correct behaviour independently;
- support reflection and restoration;
- and maintain a calm, safe and purposeful learning environment.

Green behaviours reflect the positive attitudes, learning behaviours and conduct expected at Thwaites School and are recognised regularly through praise, rewards and celebration.

Where Yellow or Red behaviours occur, staff respond calmly and consistently in line with the Behaviour Ladder and the restorative approach outlined within this policy. Where appropriate, children may be supported through restorative conversations, reflection activities, behaviour recovery processes or time working in an alternative supervised space to support regulation and allow learning to continue positively for all pupils.

Serious behavioural incidents, repeated behavioural concerns and incidents linked to safeguarding, bullying or discrimination will be recorded on CPOMS. Records will reference the behaviour category alongside the support, restorative actions and consequences implemented. This enables school leaders to monitor patterns, identify emerging needs and ensure consistent support for pupils.

2.5 Consistency Across School

Consistency is central to the behaviour culture at Thwaites School. All staff are expected to uphold the school's expectations and respond to behaviour in a calm, fair and predictable manner.

Children benefit from:

- clear boundaries;
- emotionally regulated adult responses;
- consistent routines;
- restorative follow-up;
- and shared behavioural language across the school.

Staff recognise that every interaction with a child contributes to the wider culture of the school. Positive relationships, mutual respect and calm communication are therefore prioritised in all areas of school life.

By working consistently together and maintaining high expectations alongside empathy and support, we aim to create a school environment where all children feel safe, respected and able to succeed.

3. Adult Behaviour and Professional Responsibilities

3.1 Consistent Adult Practice

At Thwaites School, adults play a central role in establishing and maintaining a positive behaviour culture. Staff understand that consistency, calmness and positive relationships are essential in helping children feel safe, supported and ready to learn.

All staff are expected to uphold the school's behaviour expectations and implement the school's systems consistently and professionally. Children benefit when adults respond predictably and fairly, using the shared language of the Three Bees and the agreed behaviour systems across the school.

Staff are expected to:

- model the behaviours they wish to see in children;
- maintain high expectations for behaviour and conduct;
- establish calm and purposeful learning environments;
- use consistent routines and language;
- respond to behaviour in a fair, proportionate and emotionally regulated manner;
- reinforce positive behaviour regularly;
- and follow the procedures outlined within this policy and related guidance documents.

Consistency does not mean responding identically in every circumstance. Staff use professional judgement and consider the individual needs, developmental stage and circumstances of each child whilst maintaining clear boundaries and expectations.

3.2 Positive Relationships

Positive relationships are at the heart of the behaviour culture at Thwaites School. Staff work proactively to build trusting and respectful relationships with children and recognise the importance of children feeling known, valued and understood.

Adults communicate with children in a calm, respectful and supportive manner, even when behaviour needs to be challenged. Staff aim to separate the behaviour from the child and focus on supporting children to reflect, regulate and make positive choices moving forward.

We recognise that children are more likely to succeed behaviourally when:

- expectations are clear;
- adults remain calm and consistent;
- children feel emotionally safe;
- positive behaviour is recognised regularly;
- and relationships are strong.

Staff understand that behaviour can sometimes communicate emotional distress, frustration, anxiety or unmet need. Where appropriate, staff will work collaboratively with colleagues, parents and external agencies to identify and respond to these needs appropriately.

3.3 Responding to Behaviour

Staff respond to behaviour calmly, consistently and proportionately in line with the school's behaviour systems. Wherever possible, children are supported to recognise and correct behaviour independently through reminders, redirection and opportunities for reflection.

Adults aim to:

- identify and respond to behaviours early;
- de-escalate situations calmly;
- minimise disruption to learning;
- maintain children's dignity;
- and support children in repairing relationships following incidents.

Restorative conversations are used regularly to help children understand the impact of their behaviour on themselves and others. Staff encourage children to take responsibility for their actions and support them in making positive choices in the future.

Where children require additional support with behaviour regulation, staff may refer to individual pupil profiles, Behaviour Recovery Plans or agreed support strategies in order to respond consistently and appropriately.

Where appropriate, children may be supported through:

- preventative strategies designed to reduce the likelihood of dysregulation;
- supportive responses during periods of emotional distress;
- opportunities to regulate in alternative supervised spaces;
- restorative follow-up conversations;
- and proportionate consequences in line with the school's Behaviour Ladder.

Adults understand that supportive approaches and consequences are not mutually exclusive and may be used together where appropriate.

3.4 Professional Responsibilities

All staff share responsibility for maintaining high standards of behaviour and supporting a safe and positive school environment.

Staff are expected to:

- follow the school's behaviour systems consistently;
- use the shared language of the Three Bees;
- implement Behaviour Recovery Plans and pupil profiles where appropriate;
- communicate concerns regarding behaviour or wellbeing promptly;
- work collaboratively with colleagues and families;
- and maintain accurate records where required.

Significant behavioural incidents, repeated behavioural concerns and incidents linked to safeguarding, bullying or discrimination will be recorded on CPOMS in line with school procedures. Records should reference the relevant behaviour category, support strategies used and consequences implemented where appropriate.

Behaviour records are used to:

- identify patterns or emerging concerns;
- support safeguarding and pastoral monitoring;
- ensure consistency across the school;
- and inform appropriate interventions and support for pupils.

All staff understand their responsibilities in relation to safeguarding and recognise that changes in behaviour may indicate that a child requires additional support or protection. Where concerns arise, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead (DSL) or deputy DSL without delay.

Staff are expected to maintain positive professional relationships with parents and carers and communicate openly and respectfully regarding behaviour where appropriate. Strong partnership working between home and school is seen as essential in supporting children to succeed.

4. Promoting Positive Behaviour

4.1 Recognition and Praise

At Thwaites School, positive behaviour is recognised, reinforced and celebrated consistently across all areas of school life. We believe that children thrive when positive choices, effort, kindness and responsibility are noticed and valued by adults.

Staff use regular encouragement and praise to reinforce the behaviours expected through the Three Bees:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Praise is used purposefully to help children understand which behaviours are positive and why they are important. Staff aim to give specific feedback which supports children in recognising successful behaviours and developing confidence in making positive choices independently.

Examples of positive recognition may include:

- verbal praise;
- recognition during lessons;
- positive conversations with pupils;
- sharing achievements with peers;
- positive communication with home;
- and celebrating examples of the Three Bees in practice.

Staff understand that consistent positive reinforcement helps children feel valued, motivated and successful within school.

4.2 Rewards and Celebration

Positive behaviour and contributions to the school community are celebrated regularly at Thwaites School. We believe that recognising children's efforts, achievements and personal growth helps to build a positive culture of encouragement, belonging and aspiration.

The school uses a range of approaches to celebrate positive behaviour and achievement, including:

- rainbow notes;
- behaviour awards in celebration assemblies;
- positive messages or communication home;
- verbal recognition from staff;
- and opportunities for children to share successes with others.

Recognition may be given for:

- consistently demonstrating the Three Bees;
- kindness and consideration towards others;
- resilience and perseverance;
- engagement and collaboration;
- positive attitudes to learning;
- improvement in behaviour or effort;
- supporting others;
- demonstrating responsibility;
- and contributing positively to the school community.

While formal awards are an important part of celebrating success, staff also recognise that the daily encouragement and positive interactions children experience throughout the school day are central to maintaining a positive behaviour culture.

4.3 Building Motivation, Responsibility and Belonging

At Thwaites School, we aim to create an environment where children feel proud of their behaviour, motivated to succeed and valued as members of the school community.

Children are encouraged to:

- take responsibility for their behaviour;
- support and encourage others;
- show empathy and kindness;
- contribute positively to classroom and school life;
- and take pride in their achievements and conduct.

Staff promote a culture where children understand that positive behaviour benefits both themselves and those around them. Opportunities are provided for children to develop confidence, leadership and responsibility within the school community.

We recognise that children are more likely to engage positively in school when they feel safe, included and connected to their learning environment. Positive behaviour systems therefore aim not only to reinforce expectations, but also to strengthen children's sense of belonging and self-worth.

4.4 Supporting Self-Regulation and Reflection

An important part of promoting positive behaviour is helping children develop the skills needed to regulate emotions, reflect upon behaviour and make positive choices independently.

Staff support children in:



- recognising emotions and behavioural triggers;
- understanding the impact of behaviour on others;
- resolving difficulties appropriately;
- developing resilience;
- and learning strategies to regulate behaviour successfully.

Children are encouraged to reflect upon behaviour through supportive conversations, restorative approaches and reflection activities where appropriate. Staff help children to understand that mistakes are part of learning and that difficulties can be repaired positively through honesty, reflection and responsible actions.

Where children require additional support with behaviour regulation, staff may use personalised strategies, Behaviour Recovery Plans, pupil profiles and additional pastoral support to help children succeed within the school environment.

Through consistent support, clear expectations and positive relationships, we aim to help all children develop the confidence, self-discipline and emotional understanding needed to succeed both within school and beyond.

5. Responding to Behaviour

5.1 Principles of Behaviour Response

At Thwaites School, staff respond to behaviour in a calm, fair and consistent manner. Our approach is designed to support children in understanding expectations, reflecting upon behaviour and making positive choices whilst maintaining a safe and purposeful learning environment for all pupils.

Staff aim to:

- address behaviour early;
- minimise disruption to learning;
- maintain children's dignity;
- respond proportionately and predictably;
- and support children in restoring relationships and moving forward positively.

Children are supported to recognise when behaviour falls below expectations and are given opportunities to correct behaviour independently wherever possible. Staff use reminders, redirection and restorative discussion to encourage positive choices before consequences become necessary.

Consequences are intended to support reflection, responsibility and restoration rather than humiliation or shame. Staff understand that consistency and emotional regulation from adults are essential in helping children feel safe and supported, even when behaviour needs to be challenged.

5.2 Graduated Response to Behaviour

Behaviour at Thwaites School is supported through the consistent use of the school's Green, Yellow and Red behaviour system and the associated Behaviour Ladder.

The behaviours associated with each category and the corresponding consequences are outlined within the school's operational behaviour guidance documents. Staff follow these systems consistently to ensure that responses remain predictable, proportionate and supportive.

Where behaviour falls below expectations, staff will respond using the graduated approach outlined within the Behaviour Ladder. This may include:

- reminders and redirection;
- opportunities for reflection and behaviour correction;
- restorative conversations;
- reflection activities;
- missed social time where appropriate;
- additional support from staff;
- or temporary use of alternative supervised spaces.

The purpose of the graduated response system is to:

- reinforce positive behaviour;
- support children in regulating behaviour successfully;
- maintain calm and purposeful learning environments;
- and ensure that behaviour is addressed fairly and consistently across the school.

Staff recognise that some children may require additional support in order to regulate behaviour successfully. In these circumstances, staff may use personalised strategies, pupil profiles or Behaviour Recovery Plans alongside the school's behaviour systems.

5.3 Restorative Conversations and Reflection

Restorative practice forms an important part of the behaviour culture at Thwaites School. Following behavioural incidents, staff support children in reflecting upon their behaviour, understanding the impact of their actions and repairing relationships where appropriate.

Restorative conversations may be used:

- following conflict between pupils;
- after disruption to learning;
- after incidents involving unkind or unsafe behaviour;
- or when relationships need to be rebuilt positively.

Staff support children in:

- recognising how behaviour affects others;
- taking responsibility for actions;
- resolving disagreements respectfully;
- and identifying how situations can be handled differently in the future.

Reflection activities, restorative discussions and follow-up support may be used alongside consequences where appropriate. Staff recognise that consequences and supportive restorative approaches work together in helping children learn from mistakes and move forward successfully.

5.4 Alternative Supervised Spaces and Regulation Support

In some situations, children may require time away from the classroom environment in order to regulate behaviour, reflect calmly or reduce disruption to learning.

Where appropriate, children may be supported to work temporarily in an alternative supervised space, such as the breakout room or library. This is not intended as a punishment, but as a supportive strategy which:

- allows learning to continue positively for the rest of the class;
- provides children with space to regulate emotions and behaviour;
- and supports successful reintegration back into learning.

Staff continue to support children through calm communication, restorative follow-up and clear expectations during and following the use of alternative spaces.

Where children regularly experience difficulties with behaviour regulation, additional support strategies may be implemented through Behaviour Recovery Plans, pupil profiles or pastoral support systems.

5.5 Serious Behaviour

While most behavioural incidents are resolved through the school's graduated systems and restorative approach, some behaviours are considered more serious due to their impact on safety, wellbeing or learning.

Serious behaviour may include:

- persistent disruptive behaviour;
- aggression towards others;
- bullying;
- discriminatory language or behaviour;
- intentionally unsafe behaviour;
- refusal to follow reasonable instructions;
- damage to property;

- or behaviour which significantly affects the safety or wellbeing of others.

In response to serious behaviour, staff may involve senior leaders, communicate with parents or carers, implement additional support strategies or apply further consequences in line with the school's Behaviour Ladder and statutory guidance.

Where behaviour may indicate safeguarding concerns or emotional distress, staff will follow safeguarding procedures and seek support from the Designated Safeguarding Lead (DSL) or deputy DSL as appropriate.

5.6 Recording and Monitoring Behaviour

Accurate recording and monitoring of behaviour supports safeguarding, consistency and early intervention.

Significant behavioural incidents, repeated behavioural concerns and incidents involving bullying, discrimination, safeguarding concerns or serious disruption will be recorded on CPOMS in line with school procedures.

Behaviour records should reference:

- the relevant behaviour category;
- support strategies used;
- restorative actions taken;
- and consequences implemented where appropriate.

Behaviour information is used to:

- monitor patterns and trends;
- identify pupils requiring additional support;
- support safeguarding and pastoral monitoring;
- inform Behaviour Recovery Plans and pupil profiles;
- and ensure consistency across the school.

School leaders regularly review behaviour information to evaluate the effectiveness of the school's behaviour systems and to ensure that all pupils receive appropriate support and intervention where needed.

6. Behaviour Support, SEND and Inclusion

6.1 An Inclusive Behaviour Culture

At Thwaites School, we are committed to maintaining a positive, inclusive and supportive behaviour culture where all children feel safe, valued and able to succeed. We recognise that children have different experiences, needs and levels of emotional development, and we aim to ensure that our behaviour systems support all pupils fairly and appropriately.

We maintain high expectations for behaviour and conduct for all pupils whilst recognising that some children may require additional support, reasonable adjustments or personalised approaches in order to regulate behaviour successfully within school.

Our approach is rooted in:

- consistency;
- empathy;
- inclusion;
- positive relationships;
- and a commitment to helping all children succeed both socially and academically.

Children are supported to understand expectations clearly through the consistent use of routines, restorative practice and the shared language of the Three Bees.

6.2 Understanding Behaviour and Individual Need

Staff recognise that behaviour can sometimes communicate emotional distress, anxiety, frustration, social difficulty, sensory need or other underlying challenges. Behaviour is therefore considered within the wider context of the child's individual needs, circumstances and wellbeing.

Some children, including those with SEND, social, emotional or mental health needs (SEMH), behavioural difficulties or safeguarding vulnerabilities, may require additional support in order to regulate behaviour successfully.

Staff aim to:

- identify difficulties early;
- understand possible triggers or barriers;
- respond calmly and supportively;
- and work collaboratively to help children develop successful strategies for regulation and positive behaviour.

Understanding behaviour as communication does not remove expectations or consequences. Rather, it helps staff respond appropriately whilst maintaining clear boundaries, consistency and high expectations for all pupils.

6.3 Behaviour Recovery Plans and Pupil Profiles

Where children require additional behavioural support, the school may implement Behaviour Recovery Plans, personalised behaviour strategies or pupil profiles in order to ensure consistent and supportive approaches across the school.

These plans are used to help staff:

- understand the individual needs of the child;
- identify known triggers or early signs of dysregulation;
- implement preventative strategies;
- respond consistently during periods of emotional distress;
- support successful regulation and reintegration;
- and maintain appropriate follow-up, reflection and consequences where necessary.

Behaviour Recovery Plans and pupil profiles may include:

- agreed supportive strategies;
- preferred methods of communication;
- regulation support approaches;
- safe or supervised spaces;
- restorative follow-up procedures;
- individual risk considerations;
- and strategies to support successful participation in learning.

Staff are expected to follow agreed plans consistently in order to provide children with predictability, emotional safety and appropriate support.

Behaviour Recovery Plans are reviewed regularly and adapted where necessary in collaboration with staff, parents, external professionals and the child where appropriate.

6.4 Supporting Regulation and Emotional Wellbeing

At Thwaites School, we aim to support children proactively before behaviour escalates. Staff work to identify early signs of distress or dysregulation and use supportive strategies to help children remain emotionally regulated and engaged in learning.

Support strategies may include:

- calm verbal support and reassurance;
- movement or sensory breaks;
- opportunities for reflection;
- use of alternative supervised spaces;
- support from trusted adults;
- adapted routines or expectations where appropriate;
- and restorative conversations following incidents.

Where children become dysregulated, staff prioritise safety, calm communication and de-escalation. Adults respond in a measured and supportive manner and seek to reduce stress and confrontation wherever possible.



Following incidents, staff work with children to restore relationships, reflect upon behaviour and support successful reintegration into learning and school life.

6.5 Partnership Working

Strong partnership working is central to supporting children successfully. Staff work collaboratively with parents and carers to ensure consistent approaches and to promote positive outcomes for pupils.

Where children require additional behavioural support, school staff may work alongside:

- parents and carers;
- the SENDCo;
- senior leaders;
- safeguarding staff;
- classroom based staff;
- educational psychologists;
- behaviour support services;
- health professionals;
- and other relevant external agencies.

Parents and carers are kept informed regarding significant behavioural concerns, support strategies and progress where appropriate. The school values open, respectful and solution-focused communication with families.

6.6 Monitoring and Review

The school regularly reviews behaviour information, support plans and intervention strategies to ensure that pupils receive appropriate support and that approaches remain effective.

Behaviour monitoring may include:

- review of CPOMS records;
- analysis of behaviour patterns;
- review of Behaviour Recovery Plans;
- monitoring of repeated incidents;
- attendance and safeguarding considerations;
- and ongoing communication with families and professionals.

Where concerns persist, additional interventions or support strategies may be considered in order to help children succeed safely and positively within the school environment.

At Thwaites School, we believe that all children can make positive progress when they are supported through strong relationships, consistent expectations and appropriate personalised support.

7. Bullying, Discrimination and Harmful Behaviour

7.1 Our School Ethos

At Thwaites School, we are committed to creating a safe, inclusive and respectful environment where all members of the school community feel valued and protected. We promote a culture of kindness, empathy and mutual respect and expect all pupils and adults to treat one another with dignity and consideration.

Bullying, discrimination, harassment, intimidation and harmful behaviour are not tolerated at Thwaites School. All pupils have the right to feel safe in school and to learn in an environment free from fear, prejudice or harm.

We recognise that preventing bullying and harmful behaviour is as important as responding effectively when incidents occur. Staff work proactively to promote positive relationships, respectful behaviour and emotional wellbeing through:

- the curriculum, including PSHE and Relationships Education;
- assemblies and wider opportunities to promote respect, inclusion and positive relationships;
- teaching pupils how to recognise inappropriate or harmful behaviour and how to seek help;
- appropriate education about safe and respectful behaviour online;
- restorative practice and opportunities to develop empathy and resolve difficulties positively;
- appropriate supervision and awareness of places or situations where difficulties may arise; and
- the consistent reinforcement of the Three Bees:
 - **Be Ready**
 - **Be Respectful**
 - **Be Safe**

Pupils are encouraged to speak to a trusted adult if they experience or witness behaviour that worries them. Staff will listen to concerns, take them seriously and respond appropriately.

7.2 Bullying

At Thwaites School, bullying is understood as behaviour that is intended to hurt, upset, intimidate or harm another person and is usually repeated over time. Bullying often involves an actual or perceived imbalance of power which makes it difficult for the person affected to defend themselves or make the behaviour stop.

Bullying can take many forms, including:

- **physical bullying**, such as hitting, pushing, damaging belongings or other unwanted physical behaviour;
- **verbal bullying**, such as name-calling, insults, threats or repeated unkind comments;
- **emotional or social bullying**, such as deliberately excluding, humiliating, intimidating or isolating someone;
- **indirect bullying**, such as deliberately spreading rumours or encouraging others to exclude or mistreat someone;



- **online or cyberbullying**, including the use of messages, images, social media, online games or other digital technology to cause harm;
- **prejudice-based or discriminatory bullying**, including bullying related to protected characteristics, perceived differences, identity or individual circumstances.

Bullying may take place in school, travelling to or from school, during school activities or online. Where behaviour outside school affects the safety, wellbeing or relationships of pupils within school, the school will consider what action it is appropriate and lawful to take in accordance with this Behaviour Policy and safeguarding procedures.

The school recognises that disagreements, arguments and friendship difficulties can occur between children and that not every incident of unkindness or conflict constitutes bullying. However, these behaviours will still be addressed appropriately, and staff will remain alert to patterns of behaviour which may develop into bullying.

All concerns about bullying will be taken seriously. Where bullying is identified, the school will act promptly to:

- ensure the immediate safety and wellbeing of those involved;
- stop the bullying behaviour and reduce the risk of it happening again;
- listen to and support the pupil who has experienced bullying;
- address the behaviour of the pupil or pupils responsible, including appropriate support, education and consequences;
- involve parents or carers where appropriate;
- consider whether additional pastoral, SEND or safeguarding support is required; and
- monitor the situation to ensure that the bullying has stopped and that pupils continue to feel safe.

Bullying may also constitute or indicate **child-on-child abuse or another safeguarding concern**. Where this is the case, staff will follow the school's Child Protection Policy and Procedures in addition to the arrangements set out within this Behaviour Policy.

7.3 Discriminatory Behaviour

Thwaites School does not tolerate discriminatory or prejudice-based language or behaviour. We are committed to ensuring that all pupils are treated with dignity and respect and are able to participate fully in school life without experiencing discrimination, harassment or prejudice.

Discriminatory or prejudice-based behaviour may relate to a person's actual or perceived identity, characteristics or circumstances, or their association with another person. This may include behaviour related to:

- race, ethnicity, nationality or culture;
- religion or belief;
- disability or special educational needs;
- sex;

- sexual orientation;
- gender reassignment;
- or any other protected characteristic or form of prejudice.

Such behaviour may include discriminatory or derogatory language, name-calling, jokes, stereotypes, exclusion, harassment, gestures, online behaviour or other actions which cause or are intended to cause offence, humiliation, distress or harm.

A discriminatory or prejudice-related incident does not need to be repeated to be taken seriously or addressed by the school. Where such behaviour is intentional and repeated, or forms part of a pattern of behaviour towards another pupil, it may also constitute **prejudice-based or discriminatory bullying** and will be addressed in accordance with section 7.2.

Staff will challenge discriminatory and prejudice-based behaviour whenever it occurs. Responses will be appropriate to the nature, context and seriousness of the incident and may include:

- immediate challenge and intervention;
- discussion, education and reflection to develop understanding;
- restorative approaches where appropriate and safe;
- consequences in line with the Behaviour Ladder;
- support for the pupil or pupils affected;
- work with the pupil displaying the behaviour to address its impact and reduce the likelihood of recurrence;
- involvement of parents or carers where appropriate; and
- additional pastoral, SEND or safeguarding support where required.

Incidents will be recorded and monitored in accordance with section 7.5. Where discriminatory behaviour raises a safeguarding concern, constitutes or may constitute child-on-child abuse, or indicates that a pupil may be at risk of harm, staff will follow the school's Child Protection Policy and Procedures.

The school will monitor patterns of discriminatory and prejudice-based behaviour and use this information to inform appropriate education, support and intervention.

7.4 Harmful or Unsafe Behaviour

Some behaviour may cause, or create a significant risk of, physical or emotional harm to others or may seriously affect the safety and wellbeing of members of the school community. Such behaviour will be taken seriously and responded to promptly and appropriately.

Harmful or unsafe behaviour may include:

- physical aggression or violence;
- threatening, intimidating or coercive behaviour;
- deliberately unsafe behaviour which places the pupil or others at risk;
- harmful online behaviour;



- sexual harassment, sexual violence or harmful sexual behaviour;
- child-on-child abuse;
- discriminatory or prejudice-based behaviour;
- behaviour involving exploitation, coercion or a significant imbalance of power;
- or other behaviour which causes, or creates a significant risk of, harm to another person.

Staff will respond to harmful or unsafe behaviour in a calm, proportionate and safeguarding-informed manner. Immediate priority will be given to ensuring the safety and wellbeing of those involved and preventing further harm.

The response will take account of the nature, seriousness and context of the behaviour, the impact on those affected and the individual needs and circumstances of the pupils involved. Where appropriate, this may include:

- immediate action to ensure safety;
- support for the pupil or pupils affected;
- appropriate consequences in line with the Behaviour Ladder;
- support and intervention for the pupil displaying the behaviour;
- involvement of parents or carers;
- additional supervision or risk-management measures;
- pastoral or SEND support;
- and involvement of the Designated Safeguarding Lead (DSL) or other agencies where required.

The school recognises that harmful behaviour may itself constitute a safeguarding concern or may indicate that a pupil has experienced abuse, trauma, exploitation or other unmet needs. A pupil who displays harmful behaviour may therefore require support as well as appropriate boundaries and consequences.

Where behaviour constitutes or may constitute **child-on-child abuse**, or otherwise raises a safeguarding concern, staff will follow the school's Child Protection Policy and Procedures. Safeguarding action and behaviour consequences may be used alongside one another where appropriate.

7.5 Reporting, Recording and Response

Thwaites School encourages pupils, parents, carers and staff to report concerns about bullying, discrimination, prejudice-based behaviour or harmful or unsafe behaviour as soon as possible. Concerns may be raised by a pupil who has experienced the behaviour, by someone who has witnessed it, or by any other person who is worried about a pupil's safety or wellbeing.

Pupils are encouraged to speak to any trusted adult in school. They will be listened to, taken seriously and supported to explain what has happened. Pupils will not be made to feel that they are causing a problem by reporting a concern.

Parents and carers are encouraged to raise concerns with the class teacher or Headteacher so that concerns can be considered and responded to promptly. Staff who become aware of a concern must respond

appropriately and share information with relevant colleagues or the Designated Safeguarding Lead (DSL) where required.

Responding to a Concern

All reports will be taken seriously and considered carefully. The school's response will be proportionate to the nature, context and seriousness of the concern and the needs of the pupils involved.

When responding to a concern, staff will seek to:

- establish what has happened and consider the views of the pupils involved;
- ensure the immediate safety and wellbeing of any pupil affected;
- consider whether the behaviour is an isolated incident, part of a pattern, bullying, discriminatory or prejudice-based behaviour, or a wider safeguarding concern;
- consider relevant contextual factors, including relationships between pupils, any imbalance of power, SEND or additional needs, and online or out-of-school factors where relevant;
- provide appropriate support to the pupil or pupils affected;
- address the behaviour of the pupil or pupils responsible through appropriate education, support and consequences;
- involve parents or carers where appropriate;
- consider whether additional supervision, pastoral support, SEND provision or other intervention is required; and
- monitor the situation following the incident to ensure that concerns have been addressed and pupils continue to feel safe.

Restorative approaches may be used where appropriate and where they are considered safe and beneficial for those involved. A pupil who has experienced bullying, discrimination or harm will not be required to take part in a restorative conversation or face-to-face meeting where this would cause further distress or would not be appropriate.

Recording and Monitoring

Incidents involving bullying, discriminatory or prejudice-based behaviour, safeguarding concerns or serious harmful behaviour will be recorded on CPOMS in line with school procedures.

Records should be clear, factual and sufficiently detailed to identify:

- the nature of the concern or incident;
- the pupils involved;
- relevant actions and support provided;
- communication with parents or carers where appropriate;
- behaviour consequences or interventions implemented; and
- any required follow-up or monitoring.

School leaders will monitor records to identify repeated incidents, patterns of behaviour, emerging concerns and pupils who may require additional support. Where appropriate, information from this monitoring will be used to inform preventative work, pastoral support, curriculum provision and wider school practice.

Safeguarding Concerns

Where an incident constitutes or may constitute child-on-child abuse, or otherwise raises a safeguarding concern, it must be reported to the DSL or deputy DSL and managed in accordance with the school's Child Protection Policy and Procedures.

Safeguarding action, pastoral support and behaviour consequences may be implemented alongside one another where appropriate. Where necessary, the school will work with external agencies to ensure that pupils receive appropriate protection and support.

The school will work collaboratively with pupils and families throughout its response and will continue to monitor concerns for as long as is necessary to promote pupils' safety, wellbeing and positive relationships.

8. Suspensions, Permanent Exclusions, Searching and Physical Intervention

8.1 Suspensions and Permanent Exclusions

At Thwaites School, we are committed to maintaining a safe, calm and inclusive learning environment where all children are able to succeed. Most behavioural incidents are managed successfully through the school's graduated behaviour systems, restorative approaches and personalised support strategies.

Suspension and permanent exclusion are serious sanctions. A suspension may be used where warranted in response to unacceptable behaviour. Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Decisions regarding suspension or exclusion will always be:

- lawful;
- reasonable;
- proportionate;
- and made in line with current statutory guidance.

The school will consider:

- the individual circumstances of the incident;
- the child's age and needs;
- any SEND, safeguarding or vulnerability factors;
- previous support and interventions;
- and the safety and wellbeing of the wider school community.

Where appropriate, the school will work collaboratively with parents, external agencies and professionals to identify supportive strategies and reduce the likelihood of future incidents.

Following a suspension, the school will support the child's successful reintegration through restorative discussion, clear expectations, supportive planning and ongoing monitoring where necessary.

8.2 Searching, Screening and Confiscation

The Headteacher and members of staff authorised by the Headteacher may search pupils or their possessions where permitted by law and in accordance with current Department for Education guidance. Searches will only be undertaken where there are reasonable grounds and the relevant legal requirements and safeguards will be followed.

Items for which statutory search powers may apply include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- vapes or vaping paraphernalia, tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property;
- and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff may also confiscate items which:

- pose a risk to safety;
- disrupt learning;
- or are not permitted in school.

Searches will be conducted respectfully, proportionately and with consideration for the child's age, needs and understanding. Parents or carers will be informed where appropriate.

Further guidance regarding searching, screening and confiscation is followed in accordance with current Department for Education guidance.

8.3 Restrictive Intervention and Reasonable Force

At Thwaites School, staff aim to avoid the need for physical intervention wherever possible through positive relationships, de-escalation strategies and proactive support.

However, in some circumstances, reasonable and proportionate physical intervention may be necessary in order to:

- prevent a child from causing injury to themselves or others;
- prevent serious damage to property;
- prevent serious disruption;
- or ensure the safety of pupils and staff.

Any use of reasonable force will:

- be proportionate to the situation;
- use the minimum force necessary;
- be applied for the shortest possible time;
- and always prioritise the safety and dignity of the child.

Following any incident involving physical intervention:

- parents or carers will be informed;
- the incident will be recorded appropriately;
- and follow-up support and restorative discussion will take place where appropriate.

The school will follow the Department for Education guidance *Restrictive interventions, including the use of reasonable force, in schools*. Significant incidents involving the use of reasonable force will be recorded and reported to parents or carers in accordance with statutory requirements.

Where pupils have identified behavioural or regulation needs, Behaviour Recovery Plans or risk assessments may outline agreed supportive strategies and responses to help minimise the likelihood of incidents escalating.

8.4 Reintegration and Restorative Follow-Up

Following serious behavioural incidents, suspensions or periods of significant dysregulation, the school will support children in successfully reintegrating into learning and school life.

Reintegration may include:

- restorative conversations;
- reflection activities;
- meetings with parents or carers;
- review or adaptation of Behaviour Recovery Plans;

- additional emotional or pastoral support;
- and clear planning to support positive behaviour moving forward.

The school believes that children should be supported to learn from difficulties and rebuild positive relationships following incidents. Reintegration processes aim to help children return to school feeling safe, supported and clear about expectations.

Staff work collaboratively with pupils and families to ensure that reintegration is calm, structured and focused on helping children succeed positively within the school environment.

9. Roles and Responsibilities

9.1 The Governing Body

The Governing Body is responsible for:

- ensuring that the school has a clear and effective behaviour policy;
- promoting a safe, inclusive and respectful school culture;
- ensuring that the policy reflects statutory guidance and safeguarding responsibilities;
- monitoring the effectiveness of the school's behaviour systems;
- and supporting school leaders in maintaining high standards of behaviour and conduct.

Governors work alongside school leaders to ensure that behaviour systems promote positive relationships, inclusion, safety and effective learning for all pupils.

The Governing Body will also ensure that a written Statement of Behaviour Principles is in place in accordance with statutory requirements.

9.2 The Headteacher

The Headteacher is responsible for the overall implementation and day-to-day management of this policy and for promoting a positive behaviour culture throughout the school.

This includes:

- ensuring that behaviour expectations are implemented consistently;
- supporting staff in maintaining high standards of behaviour;
- monitoring behaviour, safeguarding and pastoral information;
- ensuring that appropriate support and interventions are in place for pupils where necessary;
- providing guidance and training for staff;

- and ensuring that behaviour systems remain fair, inclusive and effective.

The Headteacher is also responsible for decisions relating to suspension and exclusion in line with statutory guidance and school procedures.

9.3 Staff Responsibilities

All staff share responsibility for promoting positive behaviour and maintaining a calm, safe and purposeful learning environment.

Staff are expected to:

- model the behaviours and attitudes expected from pupils;
- uphold the Three Bees consistently;
- implement the school's behaviour systems fairly and consistently;
- establish positive relationships with pupils;
- support children in reflecting upon and regulating behaviour;
- use restorative approaches where appropriate;
- communicate concerns promptly;
- and maintain accurate records where required.

Staff are also expected to:

- follow Behaviour Recovery Plans and pupil profiles where appropriate;
- work collaboratively with colleagues and families;
- recognise and celebrate positive behaviour regularly;
- and maintain emotionally regulated and professional responses when managing behaviour.

All staff understand their safeguarding responsibilities and recognise that behavioural changes or repeated concerns may indicate that a child requires additional support or protection.

9.4 Pupils

Pupils are expected to contribute positively to the school community by following the Three Bees:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Children are encouraged to:

- take responsibility for their behaviour;
- follow school routines and expectations;
- treat others with kindness and respect;

- engage positively in learning;
- care for the school environment;
- and contribute to a calm and safe atmosphere for everyone.

Pupils are also encouraged to:

- reflect upon behaviour;
- repair relationships where difficulties arise;
- ask for support when needed;
- and support others positively within the school community.

9.5 Parents and Carers

Thwaites School values the important role parents and carers play in supporting children's behaviour, wellbeing and success in school.

The school aims to maintain strong, respectful and positive relationships with families and believes that effective partnership working between home and school is essential in promoting positive behaviour.

Parents and carers are encouraged to:

- support the school's behaviour expectations and values;
- communicate openly and respectfully with school staff;
- work collaboratively with the school to support positive outcomes for children;
- and share relevant information which may affect a child's wellbeing or behaviour.

The school will communicate with parents and carers regarding significant behavioural concerns, support strategies or incidents where appropriate and will work collaboratively with families to support children successfully.

By working together, staff, parents and pupils help to create a positive, inclusive and supportive school culture where all children are able to thrive.

10. Monitoring, Review and Staff Training

10.1 Monitoring Behaviour and Wellbeing

At Thwaites School, behaviour systems are monitored regularly to ensure that the school maintains a safe, calm and supportive learning environment for all pupils.

School leaders review behaviour information in order to:

- monitor patterns and trends;
- identify pupils requiring additional support;
- evaluate the effectiveness of behaviour systems and interventions;

- support safeguarding and pastoral monitoring;
- and ensure consistency across the school.

Behaviour monitoring may include:

- review of CPOMS records;
- analysis of repeated incidents or patterns of behaviour;
- monitoring of behaviour linked to safeguarding or wellbeing concerns;
- review of Behaviour Recovery Plans and pupil profiles;
- attendance and engagement information;
- and communication with staff, pupils and families.

Where concerns are identified, school leaders will work collaboratively with staff, families and external agencies where appropriate in order to provide additional support and intervention.

10.2 Staff Training and Professional Development

Thwaites School is committed to ensuring that staff are well supported and appropriately trained in maintaining positive behaviour and responding effectively to behavioural needs.

Staff receive guidance and training relating to:

- the school's behaviour systems and expectations;
- restorative practice and positive relationships;
- behaviour regulation and de-escalation;
- safeguarding and behaviour;
- supporting pupils with SEND and SEMH needs;
- Behaviour Recovery Plans and pupil profiles;
- and appropriate recording and reporting procedures.

Classroom-based staff are trained in Team Teach approaches in order to support safe, consistent and supportive responses to behaviour, regulation and de-escalation where necessary. This training helps staff respond calmly, proportionately and safely whilst maintaining children's dignity, wellbeing and emotional safety.

New staff are supported through induction processes to ensure that behaviour expectations, systems and routines are understood and implemented consistently across the school.

The school recognises that consistent adult practice is essential in maintaining a positive behaviour culture and therefore prioritises ongoing professional discussion, reflection and development relating to behaviour and inclusion.

10.3 Review and Evaluation of the Policy

This policy is reviewed regularly by school leaders and governors to ensure that it remains effective, relevant and aligned with current statutory guidance and the needs of the school community.

The review process may include consideration of:

- behaviour monitoring information;
- safeguarding and wellbeing trends;
- staff feedback;
- pupil voice;
- parental feedback;
- and updates to statutory guidance or best practice.

Where appropriate, the school will adapt systems, procedures or support strategies in order to maintain a positive, inclusive and effective behaviour culture.

10.4 Continuous Improvement

At Thwaites School, we recognise that positive behaviour culture is built through ongoing reflection, collaboration and continuous improvement.

Staff work together to maintain consistent expectations, develop supportive practice and ensure that all children are able to feel safe, valued and successful within school.

The school remains committed to:

- promoting high standards of behaviour and conduct;
- strengthening positive relationships;
- developing inclusive practice;
- supporting emotional wellbeing;
- and ensuring that behaviour systems continue to reflect the values and ethos of the school community.

Through strong relationships, clear expectations and reflective practice, we aim to ensure that all pupils are supported to thrive both socially and academically.

11. Linked Policies and Statutory Guidance

11.1 Linked School Policies

This policy should be read alongside other relevant school policies and guidance documents, including:

- Child Protection Policy and Procedures;
- SEND Policy;
- Attendance Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Health and Safety Policy;
- Equality Information and Objectives;
- Physical Intervention and Positive Handling guidance;
- AI and Emerging Technology Policy;
- Behaviour Recovery Plans and operational behaviour guidance documents;
- and any other relevant safeguarding or pastoral procedures used within school.

These policies and procedures work together to support a safe, inclusive and positive school environment where all children are able to succeed.

11.2 Statutory Guidance

This policy has been developed with reference to current legislation and statutory guidance, including:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (Department for Education);
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (Department for Education);
- *Keeping Children Safe in Education* (Department for Education);
- *Searching, Screening and Confiscation: Advice for Schools* (Department for Education);
- Restrictive interventions, including the use of reasonable force, in schools (Department for Education);
- the Equality Act 2010;
- the Children Act 1989 and 2004;
- and the SEND Code of Practice.

The school will continue to review and update this policy in line with changes to statutory guidance, safeguarding expectations and the evolving needs of the school community.