

Hose Church of England Primary School



Positive Behaviour Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Contents

Policy Aims	3
Legislation and Statutory Requirements	3
Definitions	3
Bullying.....	4
Roles and Responsibilities.....	4
Behaviour Principles.....	6
Rewards and Sanctions	6
Off-site Behaviour	8
Behaviour Management	8
Physical Restraint	8
Confiscation of Items	9
Pupil Support.....	9
Pupil Transition	9
Training	9
Links with Other Policies	9
Monitoring Arrangements	10
Appendix 1	11

Policy Aims

This policy aims to:

- Outline a consistent approach to behaviour management in our school
- Embrace our school ethos and vision, which underpins the emotional, mental, physical and academic well-being of our children
- Define what is considered unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of staff and stakeholders in relation to this policy and the management of behaviour in school
- Outline the system of rewards and sanctions used to support pupils understanding and adherence to our behaviour policy

Legislation and Statutory Requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Searching, Screening and Confiscation at School](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions in School](#)
- [Special Education Needs and Disability Code of Practice](#)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers and Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is regarded as being any repeated, targeted behaviour which causes hurt, fear or distress to another person

It takes many forms:

- **Physical** – hits, spits, push, kick; damage to / hiding belongings
- **Emotional** - being unfriendly, excluding, tormenting, threatening and using gestures
- Indirect / Direct verbal- behind your back and to your face threats, insults, nasty teasing, hand signs, blackmail
- **Psychological**- rumours, social exclusion, using a third person
- Cyber bullying- All areas of the internet such as e-mail & internet networking, site misuse, mobile threat by text messaging & calls, misuse of associated technology, i.e. camera & video facilities. (See school's Online Safety Policy). Homophobic bullying- calling 'gay' or 'lesbian'
- **Racist**- Racial taunts, graffiti, gestures.
- **Homophobic** - when people behave or speak in a way which makes someone feel bullied because of their, or their family members' actual or perceived sexuality.
- **Transphobic** - occurs when bullying is motivated by a prejudice against people who identify as transgender.
- **Disablist** - This type of bullying is a prejudice to those people with a form of disability.
- **Sexual**- Unwanted physical contact or sexually abusive comments.
- **Appearance or health conditions** – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
- **Home circumstance** – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

Bullying is different from other unacceptable behaviour because it has the potential to seriously damage the mental health of the victim. Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

We use the acronym S.T.O.P – Several Times On Purpose, to highlight the difference between incidents of bullying and isolated incidents of unkind / unacceptable behaviour.

Details of our school's approach to preventing and addressing bullying can be found in [Our Anti-Bullying Policy](#) and our [Child Friendly Anti-Bullying Policy](#) on our school website.

Roles and Responsibilities

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The Head teacher

The head teacher is responsible for reviewing and approving this behaviour policy. The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Head teacher and Senior teacher will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Not bring in a mobile phone to school, unless they are given permission for safeguarding reasons. Then it should be brought in, turned off, to the office for safe keeping and not used. It will be collected at the end of the day.

Behaviour Principles

At Hose C of E Primary School, we have defined our three behaviour principles which are:

- Ready to learn
- Respectful
- Safe

We have then defined what these principles 'look like' and how a child can demonstrate their understanding of these principles:

WE ARE READY TO LEARN	WE ARE RESPECTFUL	WE ARE SAFE
<ul style="list-style-type: none"> • My body is calm and still • I give all of my attention to the speaker • I can show that I am focused on my work • I can engage with my learning • I can show a positive attitude 	<ul style="list-style-type: none"> • I can say please and thank you • I will hold doors open for others • I talk kindly to others • I can say good morning and afternoon to adults • I can accept responsibility if I make a mistake and say/show I am sorry • I can tidy up my own workspace and look after the classroom 	<ul style="list-style-type: none"> • I follow instructions from members of staff • I am kind to others through actions and words • I am kind and gentle with my hands • I follow school rules in school and online • I make sure all 6 feet are on the ground when I sit on a chair • I walk in and around school
PLAYGROUND BEHAVIOUR		
<ul style="list-style-type: none"> • I can move from classrooms to the playground and back again by walking calmly and quietly • I know to walk calmly to my class line when the bell rings • I know that I must play safely without hurting anyone • I know that we do not 'play fight' because we may hurt someone by accident 		

Rewards and Sanctions

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through the following ways:

REWARDS AND RECOGNITION
<ul style="list-style-type: none"> • Praise – all staff should constantly seek to recognise and praise good learning behaviour. This should be specific, directed at individuals and shared with the class. Dojo points can be awarded for demonstrating desired behaviours. • Recognition – a specific behaviour is chosen as a focus each week. Children's names/photographs are added to the recognition board as they demonstrate the behaviour. Dojo points can be awarded for demonstrating desired behaviours. • Headteacher Awards – 1 child from each class who demonstrates our school values will be chosen and celebrated in our weekly celebration assembly. • Hose Hero Awards – Children can complete a nomination slip to recognise members of the school community who they feel have demonstrated our school values. Stickers will be awarded by members of the school council during our weekly celebration assembly.

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Hose C of E Primary School recognise that it may be necessary to employ a number of sanctions to ensure a safe and happy learning environment. The sanctions are dependent on the severity of the behaviour.

As with matters relating to rewards, consistency and fairness are vital in the applications of sanctions which should be appropriate to the inappropriate behaviour. Children are made aware that they are responsible for their actions and know why they have been received the sanction.

Strategies and skills that could be used to avoid similar behavioural incidents are discussed. The school will use the following sanctions in a graduated response to unacceptable behaviour:

CONSEQUENCES FOR BEHAVIOUR BELOW EXPECTATIONS			
LEVEL	BEHAVIOUR	STRATEGIES / CONSEQUENCE	STAFF ACTION
Level 1	One incident of breaking a routine or expectation 2 nd reminder given if needed before movement to Level 2	<ul style="list-style-type: none"> • 1st Warning given • Use positive phrasing • Praising peers who are demonstrated the desired behaviour • Model expected behaviours • Private reminder • 2nd reminder given with a clear verbal direction 'What were you asked to do...?', 'Do you need to move so you can follow the instruction?' • Moving position in classroom away from peers 	<ul style="list-style-type: none"> • Record name / initials privately • Clear instruction to stop the specific behaviour. • Clear instruction to change the behaviour using positive phrasing e.g. 'You need to...' or 'Show me you can...' (name the desired behaviour phrased in positive terms) • Move the child to a different position in class if necessary
Level 2	Third incident of breaking a routine or expectation OR Rudeness to staff	<ul style="list-style-type: none"> • As above • Child asked to return to classroom at break or lunch for 5 minutes • If Level 2 occurs in afternoon sent to Head or Senior Teacher 	<ul style="list-style-type: none"> • Have a reflective conversation with child • Record on CPOMS (internal safeguarding reporting system)
Level 3	Continued incidents of breaking routine or expectation OR Aggressive or intimidating behaviour towards others, including the use of discriminatory language	<ul style="list-style-type: none"> • Removal from classroom or playground 	<ul style="list-style-type: none"> • Head or Senior teacher to escort child from classroom / playground • Child to complete work outside of classroom • Child to complete lunch break inside • Reflective conversation to take place with teacher/Midday supervisor • Parents informed • Record on CPOMS (internal safeguarding reporting system)
Level 4	Serious disruption to learning or the smooth running of the school – Refusing to follow any adult instruction, attempting to leave the school site,	<ul style="list-style-type: none"> • Internal exclusion 	<ul style="list-style-type: none"> • Head or Senior teacher to escort child from classroom / playground • Child completes work outside of the classroom for the whole morning or afternoon session • Child eats lunch outside of normal room

	tipping tables, throwing objects, anything preventing the class teacher from teaching, Fighting with other pupils		<ul style="list-style-type: none"> • Parents informed • Record on CPOMS(internal safeguarding reporting system) • Reflective conversation to take place with teacher or Head/Senior teacher at end of internal exclusion
Level 5	Continued serious disruption of learning, violence or abuse to an adult or other pupil, behaving in a way that puts the pupil or others at risk of harm Brining prohibited items in to school	<ul style="list-style-type: none"> • Fixed Term Suspension 	<ul style="list-style-type: none"> • Immediate removal from classroom or playground if possible. If not removal of other children if they at risk • Phone call to parents to inform them of decision to suspend & to arrange collection from school • Return to school meeting with parent & child with Head & Senior Teachers • Seek support from outside agencies if required.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. Furthermore, disciplinary sanctions may be imposed, in relation to conduct which takes place outside school premises or not in school hours, for example when using a home computer, mobile phone or other electronic devise to intentionally upset or abuse another child or member of staff.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct 7
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Using positive reinforcement

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound and Numbered Book located in the School Office and reported to parents

For further details please see the school's Positive Handling Policy on our school website.

Confiscation of Items

Any prohibited items (listed on page 2 and 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

Links with Other Policies

This Positive Behaviour Policy should be read in conjunction with the following school policies:

- Behaviour Curriculum & Principles
- Anti-Bullying Policy (including Child Friendly Version)
- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy

- SEND Policy
- Positive Handling Policy

Monitoring Arrangements

This behaviour policy will be reviewed by the head teacher and Full Governing Body every two years.

Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.