



Hesleden Primary School

# Behaviour Policy

March 2025

To be reviewed March 2026

## Introduction

At Hesleden Primary School, we believe that appropriate behaviour is necessary for effective teaching and learning to take place and in order to achieve this we have high expectations of our pupils' behaviour. We aim to use a positive approach, which is fair and consistent in order to establish a safe, orderly, positive environment where both children and staff may flourish.

### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- 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
  - 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)
  - In light of Ofsted's report (Everyone's Invited) we have also added Appendix 1. Sexism and Sexual Behaviour as an appendix to our Behaviour Policy.

#### **4. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

- Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING  | DEFINITION  |
|---|---|
| Emotional   | Being unfriendly, excluding, tormenting   |
| Physical  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual  | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal   | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on our school website.

## 5. Roles and responsibilities under this policy

### 5.1 The governing body

The Curriculum & Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 2).

This Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum & Standards Committee, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher 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.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents using CPOMS
- The senior leadership team will support staff in responding to behaviour incidents

### 5.4 Parents/Carers

Parents and Carers 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

## **6. Pupil code of conduct**

- I will be kind to others in my words and my actions.
- I will listen to people around school.
- I will look after my school and the resources in it.
- I will respect everyone in our school community.

Children 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Through this, children will learn what good behaviour means, and to care for one another. They should learn the value of friendship, respect and responsibility whilst developing self-confidence, self-esteem and independence.

## **7. Rewards and sanctions**

### **7.1 Our reward and sanction systems**







At Hesleden Primary School we use a point system to reward positive behaviour. All children are recognised for following the school's behaviour policy and collect points for showing different positive behaviours during class, group or 1:1 learning time. Behaviours are identified by children and staff and are reviewed regularly.



These include:

- Working hard in lessons
- Sharing
- Showing resilience
- Acting on feedback
- Being kind and helpful
- Sharing

Individual classes decide on individual and class rewards for when they reach a certain number of points.

See an example below:

|  <b>Class 3 Positive Learning Behaviour Rewards</b>  |   |
|--|---|
|  50   | Colour in at the end of the day (during story time) |
|  100  | Sit on a cushion for the day                        |
|  150  | Have 15 minutes iPad time                           |
|  200  | Dip in the prize box                                |
|  250  | Sit on a cushion for the day                        |

|  <b>Whole Class 3 Positive Learning Behaviour Rewards</b>  |                                 |
|--|---------------------------------|
|  500  | 10 minutes extra playtime       |
|  750  | Choose where you sit (1 lesson) |
|  1000  | Juice and biscuits              |
|  2000   | Free time 30 minutes            |
|  3000   | Film afternoon                  |

Positive behaviour is also rewarded with:

- Conduct tokens to promote positive behaviour during less structured times (ie. lunchtimes, playtimes and walking around school). We feel children must value and respect ALL children and staff in school.

### Sanctions in response to unacceptable behaviour:

All classrooms have a display to promote good behaviour. At the start of each lesson, the children's names are all placed on the Expected Behaviour poster. If children behave in an inappropriate way, they will first be reminded verbally. If children continue behaving in an inappropriate way, their name will be moved into the **Warning 1**. If the inappropriate behaviour continues, their name will be moved onto **Warning 2**. If inappropriate behaviour continues, their name will be moved onto the final box which is split into 2 areas. First being 5 minutes lost free time, then 10 minutes. The final step is to be sent to a member of the Senior Leadership Team and parents/carers are then informed.

|                        |
|------------------------|
| Expected Behaviour     |
| Warning 1<br>Warning 2 |
|                        |

|                         |
|-------------------------|
| 5 minutes<br>10 minutes |
| Office                  |

Phone call with parents to discuss next steps Parental involvement is usually necessary when another person has been hurt or children have chosen not to change their behaviour. Further consequences may include:

- In-school isolation
- Referral to the Guidance & Learning Centre (to avoid Suspension from school)

Parents may be asked to agree and sign a Behaviour Management Contract or Positive Handling Plan. Children may also be suspended from school. For serious misbehaviour children may be suspended by the Headteacher and the Governing Body for up to 45 days, each year. A last resort is permanent exclusion.

In serious cases, some steps may be missed out. In extreme cases, children may be removed from their class to restore order / maintain safety of others / to de-escalate the situation.

If a child chooses to behave inappropriately then they must learn that actions have consequences. We are concerned with fairness and with giving each child the opportunity to make the right choices at all times.

Examples of inappropriate behaviour may include:

- Off task
- Rudeness
- Lack of effort
- Refuse to follow instructions
- Shouting out
- Not respecting learning environment or resources

Children will always start the next lesson on expected behaviour.

In some cases, children will need to have an individual behaviour or support plan based on their needs.

These plans may be conducted with the support of specialist staff (ASC team, Educational Psychologist etc...) and shared with parents/carers as well as the child. These plans will help to promote a positive behaviour model but in smaller steps that are more achievable. Rewards and sanctions that are used will match the need/age/interests of the child.

These could include:

- Character charts
- Now and Next boards
- Visual cues on desks
- Social stories

We may use isolation in response to serious or persistent breaches of this policy. Pupils may be sent to another room or the office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## environment

### **Zones of Regulation**

During October 2025, we relaunched Zones of Regulation in school. This should help children to identify, and communicate, how they are feeling, and understand that certain feelings cause certain behaviours.

Over time and with further understanding, children will learn to use strategies which help them move 'into green – a good place to learn'. Together, a toolkit of strategies will be developed, and children will be encouraged to use these to manage their feelings and change their resulting behaviour.

Zones of regulation are on display in the hall and in classrooms and are including in the Behaviour and Learning guide.

### **Restorative Approaches**

Restorative conversations bring those who feel they have been harmed, and those who may be responsible for the harm, together to talk and listen, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward, i.e:

- a. It provides those who have been harmed (often referred to as 'victim') with a forum to 'have their say and be heard', which is vital to the healing process
- b. Secondly, it presents the harmer (often referred to as 'offender' or 'perpetrator') with an onus of responsibility for their actions, an opportunity to make some form of reparation
- c. Ultimately, it can form the basis of reintegration of the harmer back into their community (social group, class, year group, school) that might possibly prevent further conflict

Staff have completed training in this area and the process will continue to be implemented.

Restorative approaches may not be suitable for every incident, but if managed and well-supported, should be appropriate for all children's opinion to be heard.

### **Expected Behaviour**

Good behaviour should be expected at all times; however, it is important that children are familiar with the expectations to do so. Children should be taught how to behave well and appropriately in situations both in class and inside and outside school, and this should be consistent – this include regular reference to our Charter. All routines should become automatic and *all adults* are responsible both for encouraging good behaviour (and rewarding such) and challenging unexpected behaviour of *all children*, including those outside of their own class.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



- The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to social services
  - Report to the police

### **7.3 Off-site behaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy, Keeping Children Safe in Education Policy and Statement of Procedures for dealing with allegations towards staff and volunteers for more information.

## **8. Behaviour management**

### **8.1 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 or their own classroom rules

- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Keeping everyone challenged and interested
  - Showing appreciation for efforts and contributions of everyone
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 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 and reported to

## 8.3 Confiscation

Any prohibited items (listed in section 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](#).

## 8.4 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.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 9. Pupil transition

To ensure a smooth transition to the next year, children 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 children transferring to other schools.

## 10. Training

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

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body annually.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Antibullying policy
- Safeguarding policy including Keeping Children Safe in Education
- Statement of Procedures for dealing with Allegations towards staff and volunteers
- Low Level Concerns policy

## Appendix 1: Sexism and Sexual Behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

- We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name calling and sexist comments
- **Sexist comments** are those which discriminate based on sex, particularly against women
- **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex

- All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:
  - Ask them to apologise to anyone the comment was directed at
  - Support and educate them to improve their behaviour
  - Monitor their behaviour for any recurrence
  - Escalate the sanction to either a letter or phone call to parents if the pupil refuses to apologise in the first instance
- Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like

Refer to our Child Protection & Safeguarding Policy for further information about:

- What the acceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

## **Appendix 2: Written statement of behaviour principles**

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, 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 children, parents and staff
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and child's home life

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

Reviewed February (with Children and Governors), the policy will be reviewed every year.

Approved by the Governing Body:.....

Date:.....