

Hope Hamilton C of E (VA) Primary School



Behaviour Policy

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Policy Review Date:	Sept 2026		Headteacher: Fiona Brooks	Signature: <i>F Brooks</i>	Date: 24.9.25
Ratified by Governing Body:					
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Hope Hamilton CE VA Primary School

Behaviour Policy

John 15 v12 Love one another as I have loved you.

At Hope Hamilton Church of England Primary School, we believe that God loves every one of us, so we should treat each other with respect and care.

Adults in school model high standards of behaviour, make routines and expectations clear, give recognition for good conduct and foster positive relationships. Staff understand that unwanted behaviour might occur for many reasons, with children needing empathy and nurture. With a 'no shouting policy', any poor conduct is responded to in a calm, discrete and fair way, with consistency. Restorative conversations are used to encourage self-reflection and understanding of situations and choices, to support mediation and to develop self-regulation.

Aims of this policy

- To create a happy, safe and caring family environment which is orderly, so children can learn and thrive.
- To promote the creation and nurturing of positive relationships, reflecting the Christian ethos of the school.
- To enable the school's expectations and strategies to be known and understood, shared values between pupils, parents/carers, staff and governors contributing to a sense of community.
- To allow staff to focus on improving teaching and learning, raising standards.
- To ensure that exemplary conduct is celebrated and that there are calm, consistently fair responses to negative behaviour.
- To emphasise the need to teach values and attitudes to promote responsible behaviour as well as curricular knowledge and skills.
- To promote self-esteem.
- To promote self-discipline, children empowered to be responsible for their own actions.

Rules

- Ready
- Respectful
- Safe

Exploration of what these three rules mean, and their importance, in different places around school and at different times of the day takes place regularly. Displays are used to remind children of the rules and expectations are continually referred to. For example:

Ready – I will help myself and others to learn.

Respectful – I will respect other people, the property of others and the building.

Safe – I will look after myself and others.

Positive recognition

When children follow the school rules, positive attention and reinforcement is given. This may include the following:

- Verbal praise – private and public
- Visual praise – names placed on a class Recognition Board
- Special Mentions, shared during a whole-school Collective Worship
- Parents spoken to/contacted
- Extra time at a valued activity
- Visits to the Head or another teacher
- Stickers or notes (to recognise/mark an achievement not as a reward itself)
- Certificates

De-escalation, consequences and restoration

If a child chooses not to follow the rules or lacks self-regulation, the following takes place, using a 'spots system':

- The first time, there is a verbal redirection, with a clear message of how the school rules need to be followed in the current situation (green spot).
- The second time, a pupil is given a repeat reminder about the rules and they may be moved somewhere different in the classroom / on the playground (yellow spot).
- The third time, it might be that a short period of time out of a lesson will help a child to calm down and think. However, a loss of learning time should be avoided. During break time or lunchtime, a period of five minutes away from peers will happen. A discussion with the class teacher will take place (red spot).
- The fourth time, the teacher contacts parents (blue spot). A short period of time out of the class may be appropriate for 'thinking time' and/or to ensure that other pupils are safe. Time on the playground will be reduced on the same day whenever possible and this will include discussion with a member of staff.
- Finally, a child may be moved to purple spot, speaking to the Head Teacher, or a member of the SLT. A letter is sent home to parents. Time on the playground will be withdrawn and if deemed helpful to the child or necessary for the safety of others, the pupil may be moved from their class to work elsewhere. This is to be arranged by the Head teacher in line with DFE guidance on 'removal' and communicated to parents immediately.

If children have not completed school work due to off-task behaviours, they may be asked to finish their tasks in their time out of class (the start of break or lunch time) or it may be sent home for completion.

The spots system is cumulative so children move to the next spot if they do not improve their behaviour. There are some exceptions with some outcomes adaptable by adults so that consequences are proportionate and responsive to a particular situation.

- An individual would move straight to red spot for swearing or using offensive language.
- Deliberately harming another person would result in a move to red or blue spot.
- Stealing and deliberate damage to property would also require a move to red or blue spot.
- If a pupil has been deliberately racist, the move is straight to purple spot. Discriminatory language about any of the protected characteristics that is not clear racism should be blue spot. Details should be recorded immediately on MyConcern, to alert the SLT member responsible and instigate follow-up work with the children involved so that learning can avoid further racism in the future or more support can be allocated.
- Where bullying has taken place, investigation and actions in line with the Anti-bullying Policy, a perpetrator will be placed is to be placed on purple spot.
- In a case of harmful sexual behaviour, procedures outlined in the school's Safeguarding Policy followed.

When responding to low-level unwanted behaviour, staff will use a measured approach to interaction, referring to the child by name and lowering themselves to the child's physical level, making eye contact (unless the child has a plan for this not to happen). Following a scripted intervention when de-escalating or sanctioning more serious behaviour aids consistency, avoids giving attention for negative conduct and helps an adult to remain calm and collected. When the required message is delivered, the child will be given 'take up time', responding to 'secondary behaviours' avoided at that point whenever possible.

Teachers have a paper-based or digital class chart of spots to record on. This is not done publicly. Some children may need or request a personal chart at their table as a visual prompt to help them control their own actions and words. From blue spot onwards, details are logged on MyConcern to aid monitoring and spot patterns to allocate further support.

If a child is sent to a different classroom, or to work alongside an adult in school, discussion about events will take place with the pupil's teacher as soon as possible/appropriate. Senior teachers or other staff may remain in a supporting capacity.

It is important for adults to discuss the circumstances in which unwanted behaviour took place with a child. In an appropriate space, with time put aside, a restorative conversation is structured around the following questions:

1. Tell me what has happened?

2. What were you thinking at the time?
3. What do you think about it now?
4. Who has been affected?
5. How have you been affected?
6. What is needed to make it better?
7. What can be done to make sure this doesn't happen again?

An apology is not forced but widely promoted as a way to make amends and aid reconciliation. Each new day brings forgiveness and a fresh start in line with our Christian vision '*Love each other as I have loved you*', John 15 v12.

In the Early Years at Hope Hamilton, we focus on positive behaviour and reward this frequently throughout the day, mostly using verbal praise. It is essential that there is consistency in dealing with behaviour throughout Foundation Stage and that this links with the methods used in the rest of the school. The EYFS team follow the same policy as the rest of the school with some adjustments.

Consequences for young children must be immediate and short. If a child does not follow the school rules, then they will be placed on 'time out' within the base for 5 minutes where the child will have the opportunity to reflect and think about how they could have made a better choice. Foundation Stage staff will then follow up with the child using the restorative approaches mentioned earlier regarding their behaviour, using age-appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

Pupil conduct at lunchtime

Lunchtime supervisors are trained and supported to follow the Behaviour Policy. At 1:05pm – the start of the afternoon – they need to make class teachers aware of consequences that have occurred during the lunch break. Information needs to be clear so that teachers are able to communicate clearly with parents.

Pupil conduct out of school

Schools are able to sanction children for misbehaviour outside of school premises, including online conduct, in line with DFE guidance. This would occur should a school pupil's behaviour pose a threat or causes harm to another pupil or adversely affect the reputation of Hope Hamilton.

Where criminal behaviour is suspected, the Head Teacher would direct initial assessment, keeping clear records, and make the decision whether to report the incident to the police, following safeguarding procedures set out in the school's policy.

Inclusion

All children have the right to be treated equally, regardless of race, gender, disability or religious belief. It is critical that each individual is valued and respected and that every effort is made to prevent prejudice and to deal with it effectively should it occur.

All children are supported to behave well at all times. As an inclusive Church of England school, we recognise that this may need to be achieved differently depending on the child's age, life experiences, levels of personal and social understanding, academic ability and a child's understanding of English. Furthermore, it is understood that a child's negative behaviour can arise for a range of reasons. A child lacking understanding and self-discipline for whatever reason needs our help. Where a pupil exhibits a pattern of inappropriate challenging behaviour, parents/carers will be invited for discussion. This would include analysis of incidents – identifying where, how and why specific behaviours have occurred – the planning of individualised responses and strategies and identification of ways to improve.

It may be that a pupil having difficulties with behaviour is placed on the SEND concerns register, the SENDCO is involved in regular reviews of the personalised behaviour plan set up and liaising with external agencies, as appropriate.

Extreme behaviours

When dealing with an episode of extreme behaviour, physical restraint may be needed to prevent injury to another pupil, if a child is in danger of hurting him/herself or if an individual is causing serious damage to property. Physical restraint – 'reasonable, proportionate and necessary' – is a last resort, undertaken by trained staff in line with government guidelines. Any use of restraint will be recorded immediately after the event and parents contacted.

Government guidance and law must be adhered to with regard to searching, screening and confiscation. The Head Teacher, or SLT member authorised by the Head, is able to search a pupil or their possessions without their consent where there are reasonable grounds to suspect that the child may have a prohibited item from the following list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any item that a staff member reasonably suspects has been / is likely to be used to commit an offence or cause personal injury to any person (including the pupil), or damage property
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

For more information, see the school Searching and Confiscation Policy on the website.

Suspension and Exclusion

Suspension and exclusion are rare, last resort actions undertaken by the Head teacher if there is a severe or recurrent issue with a child's behaviour. Communication with parents is immediate and government law and guidance followed.

- A case conference involving parents and support agencies may be held.
- Permanent exclusion may take place after consultation with the Governing Body and the LA.
- Parents have the right to appeal to the Governing Body against any decision to suspend or exclude.
- Children, staff and parents are all offered support.

For more information see the LearnAT Trust Exclusions Policy which can be found on the Trust website.

Monitoring and evaluation

All staff will keep records when pupils reach blue spot and beyond on the MyConcerns system.

Class teachers with the SENDCo will regularly monitor and evaluate the targets set for individuals who have shown a pattern of behaviour not conducive to learning, necessitating individualised support.

The Senior Leadership Team will observe behaviour, monitoring and evaluating the implementation and impact of this policy. Phase Leaders have overall responsibility for the behaviour of their phase.

The Head Teacher will observe behaviour, monitoring and evaluating the implementation and impact of this policy.

The Head Teacher will collate data to report to governors and provide feedback to staff, parents and pupils.

Governors will monitor and evaluate behaviour during visits.

Pupil and parent feedback will be collected regularly, formally and informally.

Successful implementation and impact of this policy will be seen where children and staff are flourishing in a positive environment conducive to learning and able to live out the Christian vision to *'love one another as I have loved you'*.

Pupil and parent feedback should indicate that each child feels happy and safe, valued as an individual, and that they are able to learn. There should be a widespread agreement that any incidents of negative behaviour are dealt with fairly and effectively.

Links with parents

Collaboration between school and home, with clear and timely communication about positive and negative pupil conduct, and the sharing of the Behaviour Policy, means that children receive consistent messages about how to behave. We seek parental support in our policy of encouraging children not to 'hit back' but to seek help from an adult in a conflict situation, in line with the Christian vision of the school.

The school will consult regularly with parents on the content and implementation of the behaviour policy. The policy is reviewed annually.