

Hurstbourne Tarrant Church of England Primary School

'Love of Learning, Love of Life, Love of Christ!'

Good Behaviour Policy



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: September 2025
Chair of Governors Signature:	Date: September 2025
Date for renewal: September 2027	

Our School's Christian Vision

Through 'Love of Learning, Love of Life, Love of Christ,' we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

Purpose

The purpose of this policy is to guide teachers, pupils and parents on the restorative and relationship focused behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe.

We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibility for their actions, in a manner that is appropriate to their age and stage of development.

Aims

- To provide a clear expectations and boundaries for pupil behaviour along with a clear and consistent approach to behaviour management that is based on developing strong relationships
- To support our pupils to regulate their own behaviour
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximised and all children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to manage their behaviour and to build positive relationships with others.
- To support children to understand and be accountable for their actions and the impact that this may have on themselves and others, promoting a solution focused approach to changing future behaviours.
- To ensure that our school's Christian Values of Respect, Effort, Aim High, Honesty, Care and Love are embedded in our school's Christian Vision and emphasised by the conduct of our pupils.

Philosophy

Through our Christian values of Respect, Effort, Aim High, Honesty, Care and Love, we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect. At Hurstbourne Tarrant Church of England Primary School our core Christian values of respect, honesty, care and love form the foundations of how we expect our children to behave and interact with each other, with members of staff, visitors to the school as well as adults and pupils from other schools and the community.

At Hurstbourne Tarrant Church of England Primary School we feel strongly that if you feel good about yourself you will learn well. We have an Emotional Literacy Support Assistant (ELSA) and a Therapeutic Active Listening Assistant (TALA) to support this work.

In managing behaviour we use a Rights, Respect and Responsibility (RRR) curriculum in conjunction with the One Decision PSHE materials. We recognise the rights of everyone to feel safe, be listened to, be respected, be included, and to learn. We place great emphasis on developing supportive relationships and a sense of community in everything we do. We believe teaching behaviour to be as

important as teaching any other curriculum area and endeavour to provide a structure within which children can develop emotional health and a sense of responsibility.

At Hurstbourne Tarrant Church of England Primary School we expect everyone to adhere to their Class Charters. In September each class will devise their own class charter of expected behaviour linked into Rights and Responsibilities and the school's values of Respect, Effort, Aim High, Care and Love and Honesty. The children will agree these statements and expectations and indicate this by signing the charter.

- During the early part of a new school year a significant amount of time is given to reinforcing the class charters and routines in order to allow us to work effectively both in class and around the school. These also link to our Christian values of respect, effort, aim high, honesty, care and love.
- All staff will adopt an approach to discipline which is fair and consistent.
- We expect everyone to co-operate, and to conform to our standards of behaviour. We expect the school's policy to be supported as part of our home/school partnership.

Bullying and Unacceptable Behaviour

We do not tolerate bullying or poor behaviour.

What is Bullying?

Bullying is when one person, or a group, deliberately and repeatedly set out to hurt, threaten, frighten or intimidate someone else.

Bullies know that what they are doing is unacceptable, so they do not do it when someone who would stop it is near them. They make sure their victims are afraid to tell.

Unacceptable Behaviour

We do not tolerate:

- Spitting, biting, kicking, punching or other physical abuse.
- Verbal abuse, including name calling, swearing, foul language or racist remarks.
- Rudeness, refusal to obey an adult or behaviour that disrupts learning.
- Cyber-bullying

Strategies for change

Behaviour happens for a reason and we will try to find the cause of unacceptable behaviour. We will use behaviour strategies and the PSHE curriculum to support change.

Positive Praise Procedures

At Hurstbourne Tarrant Church of England Primary School we believe that positive methods of promoting good behaviour should be used. We praise good behaviour and believe in catching the child 'being good'.

For example:

"Thank you for being polite and holding the door open for me."

"Thank you for being so helpful to----"

"I was pleased with the ----"

Staff will also refer to the school's Christian values of **respect, effort, aim high, honesty, care** and **love** when using positive praise.

Promoting Positive Behaviour

The children are encouraged to set themselves high standards of behaviour and to be aware of the needs of others in an atmosphere of trust where they can feel happy and secure. They are given praise and guidance when appropriate so that they can develop awareness of the behaviour expected, using children who behave well as models for good behaviour.

Star points may be awarded to children to reward good work or behaviour, being kind, being polite or for trying especially hard to achieve a target. Children may also be sent to the Headteacher for:

- An exceptional piece of work for an individual child.
- Following up work at home/bringing in information etc. about topics being covered in class.
- Consistent good behaviour.
- Being a good role model for others.
- Independent thinking.
- Improved behaviour or exceptional behaviour for an individual child.
- Conquering a fear.
- Being considerate and helpful to others.

These children are rewarded with a special sticker, recorded in a book and are then celebrated each week as part of Celebration Assembly.

Each week in Celebration Assembly, the Values Trophy, Polite Person Cup and Toolbox Trophy are awarded to a child who has made a concerted effort to be an exemplary member of the community or has demonstrated excellent learning behaviours. These awards link directly to the school's Christian values, particularly the Values and Polite awards.

Rewards for Good Behaviour

The following may be used to reward good behaviour:

- Praise both individually and in front of peer group
- Individual star points will be issued with a sticker so the child has an immediate acknowledgment of their great behaviour.
- House points are counted on a weekly basis using either a paper based system of Class Dojo.
- Reinforcement praise by any member of the school community.
- Good work receives Headteachers Award sticker, Star certificate and name in Excellence Book awarded during weekly Celebration Worship.
- Lunchtime rewards – house points given by MDSAs.
- Polite person of the week/Citizen of the week/Toolbox trophy – weekly cup.
- All members of school community can award house points.
- Raffle tickets or marbles being awarded for class treats

The following strategies can be used to promote good behaviour in the classroom:

- Non-verbal signals - e.g. hand on shoulder, eye contact, a look.
- Close proximity - Move closer to the child so they are aware of you.
- Re-direction and reward - e.g. carry on with your work, good, well done!
- Praise others - Praise a child who is behaving well near the targeted child.
- Humour - A little joke, but no sarcasm.
- Active listening - Genuine listening to make sure you really know what the difficulties are.
- Respect for child's viewpoint; respect for colleagues.
- Be polite; say please and thank you.
- No put downs.
- Puppets to model situations.
- Change your height so that you are talking with a child at their height.

Regulated and Unregulated Behaviour

When children are not demonstrating our school's Christian values, school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight or freeze mode.

Dysregulated Behaviour

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative conversation and resolution.

Regulate

The process for this is:

1) Label the emotion

- Tell the children what emotion you think they are feeling.

2) Limit the behaviours

- Make sure everyone is safe and share clear behaviour boundaries

3) Lid closure

- When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video explaining this can be found here:

https://www.youtube.com/watch?v=zJqH_OgxlE0

Relate

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

Restore

Staff will conduct a restorative conversation with the child.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

The key questions asked are:

What happened?

Who was affected?

What will happen next?

Sanctions

Sanctions may be necessary to show that behaviour is unacceptable and must change. A child who behaves badly needs support and we deal with this by investing time with the child in order to discover what problem he/she is trying to solve. When a sanction needs to be used, this will be communicated to the child once they have de-escalated and are regulated. The consequence should:

- Be related to the disruptive behaviour.
- Be reasonable.
- Be respectful.
- Make the child aware of choice and consequence.
- Change the behaviour.

Where a sanction needs to be used, it is very important to repair the relationship with the child and enable the child to have a fresh start. Parents will be informed tactfully, avoiding blame statements, so that positive and consistent home/school strategies can be used.

Procedures for Classrooms

All children begin each day a fresh start.

Procedures for handling disruptive behaviours

- Initially, a look.
- A whispered warning - use choice and consequence statements so child has a chance to change.
- If no change, the child is moved to sit and work alone.
- A chat - try to discover what the problem is.
- If there is no change, use Time Out in class or Move Out of class. Have a longer, more detailed talk with the child to see if future problems can be avoided. How can the Teacher or LSA or ELSA/TALA help? Parents informed of low level behaviour.
- Sent to Headteacher – if behaviour persists

Procedures to be used at Playtime

The following procedures can be used at playtime:

- Use choice and consequence statements so child has a chance to change.
- Speak to child quietly and remind them of how they should behave.
- Ask child to stand at the side of the play area to have time out before returning to play.
- If problem behaviour persists either ask child to come inside to see Class teacher or HT. If there is a refusal to do so, send another child to request the senior staff or class teacher comes to the playground. If child refuses the follow instructions from members of staff, they will remain inside the school on the following day with a member of staff.
- Staff member to report to Headteacher and parents at the end of the day.

Further Measures/Additional Support

In some cases, children with additional needs may benefit from an Individual Behaviour Management Plan (IBMP), where a more bespoke approach is required to meet their needs. This plan would be written by the SENDCo in consultation with parents, class teacher and any other adults involved with the child.

Where children have identified needs around emotional wellbeing and behaviour, we have a TALA practitioner who can provide bespoke support, either 1:1 or in groups, to meet their emotional needs and give them strategies to self-regulate. We also have an ELSA (Emotional Literacy Support Assistant), and children can be referred for these interventions by their class teachers.

If procedures are not supporting the child and their behaviour is not improving, other professionals employed by the Local Authority (LA) may be involved. The Educational Psychologist or Primary Behaviour Support (PBS) teams may be asked to advise. Behaviour targets will be set and reviewed, in discussion with the parents.

Exclusion and Suspensions

The use of suspensions and school exclusion are taken very seriously and will only be used:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the child to remain in school would seriously harm the education of the child or others in the school.

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up recommendations

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded you will be notified by the Head Teacher immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension.

If the child has a social worker or is looked after the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider
- Asking the school governors to review the decision

If the suspension is between six and fifteen days in a term, and the parents request a meeting, then a governors' discipline committee must meet within 50 school days. Your child will have been receiving full time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place. Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way. Preventing further suspensions and permanent exclusion: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and year leader; ensuring that you and your child are involved in any future meetings.

Further advice and guidance: We follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Following an exclusion, parents will be expected to meet with the Headteacher, SENCO and any other relevant person (e.g. Primary Behaviour Support Team) to draw up a plan for reintegration and to support the child's return to school.

Suspension of a child could be considered for the following reasons:

- Physical assault against pupil or adult
- Verbal abuse/threatening behaviour against pupil or adult
- Physical assault (including spitting and biting)
- Bullying
- Racist abuse
- Sexual misconduct/Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

Records

The following records of incidents will be kept:

- The class teacher and or Lunchtime Supervisor will note recurring incidents of poor behaviour on an ABCC chart. A behaviour plan may be implemented.
- On the advice of the SENDCo a behaviour diary may be kept and an IBMP (Independent Behaviour Management Plan) set in motion. The Headteacher must be kept informed.
- If outside agencies are contacted by the SENDCo or Headteacher eg. EP or PBS (parents permission must be obtained before this step), the SEND Governor will be informed.
- The Headteacher is empowered to exclude a child for a day or more if their behaviour is extreme. If this occurs, the Governors will be informed.
- Racist comments or incidents must be recorded on a Racial Incidents sheet held in the Admin. Office
- Incidents where physical restraint is used **must** be reported on an online 'Violent Incident Reporting Form'. Details can be obtained from the school's Admin Assistant.

Guidance on the Use of Physical Intervention

It is important to remember that all staff should avoid unnecessary physical contact with children, especially when enforcing a sanction (unless it is to prevent the child from injuring him/herself or others, or to prevent significant damage to property). The school has a separate Physical Intervention policy which should be read in conjunction with this policy.

The School policy in summary:

- Physical restraint is only used in exceptional circumstances
- Physical punishment is **never** used.
- Physical restraint is **never** used as a punishment.
- Children are always asked to comply with the instruction.
- Children are then offered a chance to come and talk quietly with the member of staff.
- If the child still refuses to comply **and** is likely to injure him/herself or others or to cause significant damage to property, **minimal** restraint may be used.
- When the Headteacher believes that physical restraint may be needed in the future in dealing with a particular child, the problem and its solutions will be discussed with parents. A plan will be devised to reduce the need to use physical restraint in the future. Parents will be involved in devising this plan.
- If a child leaves the school premises staff will endeavour to keep them in sight and encourage their return. Parents will be contacted by telephone immediately and the police informed.

All incidents involving the use of restraint **must** be recorded on the day of the incident on an online 'Violent Incident Reporting Form'. Details can be obtained from the school's Admin Assistant. The staff will also be asked to complete a school Initial concern sheet to detail what was happening in the run up to the restraint. What was tried and how the restraint was carried out.

- It is important that there is a detailed, immediate, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

- Schools should keep an up-to-date record of all such incidents, preferably in an incident book. Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:
 - The name(s) of the pupil(s) involved, and when and where the incident took place;
 - The names of any other staff or pupils who witnessed the incident;
 - The reason that force was necessary (eg to prevent injury to the pupil/ another pupil or member of staff);
 - How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties; the steps taken to defuse or calm the situation; the degree of force used; how that was applied, and for how long;
 - The pupil's response, and the outcome of the incident;
 - Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report. The Headteacher must be informed of any incident so that parents can be informed and invited to discuss it. The best person to inform the parents may well be the class teacher.