

Hartshorne C of E



Primary School

Hartshorne CE Primary School & Governor Run  
Nursery

## Behaviour Policy

April 2025

Review date: September 2026

Our vision & values are born out of God's love & nurture of all creation.

Together we work as a family to see one another grow and flourish: knowing that we are precious & unique to God.

We aim to live out our values in our school & the world around us as we play our part in God's wonderful creation story.

*God's family, growing together; inspiring our world*

## **Introduction**

Good behaviour and discipline are essential for effective teaching and learning to take place. The achievement of high standards of discipline involves praise and rewards, sound relationships between teachers and pupils, coupled with stimulating teaching and learning. Good behaviour and discipline will be promoted by consistent use of this policy which is the responsibility of the whole staff, governors, children and parents.

## **Aims**

- ✧ To create a supportive, caring and safe working and learning environment, where each child is valued for what they can accomplish and for who they are.
- ✧ To develop a happy and calm school in which all children and staff enjoy teaching and learning.
- ✧ To encourage and develop life skills which encompass inclusivity, respect, nurture, aspiration, hope, curiosity, generosity, trust, politeness and cooperation.
- ✧ To encourage children to develop self-regulation and independence so each child learns to accept responsibility for their own behaviour.
- ✧ To ensure sanctions and rewards apply also to HBT (Homophobic, Biphobic or Transphobic) bullying and associated derogatory language.

## **Responsibilities**

- ✧ Staff, parents and children are responsible for ensuring the success of our behaviour policy.
- ✧ Under the education (no2) 1986 Act the headteacher is legally responsible for taking measures to secure good behaviour in line with a written statement of general principles prepared by the Governing Board.
- ✧ Governing Boards and the local authority will be required to provide full time alternative provision from the sixth day of an exclusion.
- ✧ All further references to “staff” include headteacher, governors and all staff of the school.
- ✧ The local authority expects the highest standards of behaviour from children, young people, parents, its staff and the public.

## Discouraging Inappropriate Behaviour

- ✚ We believe that children have the right to learn and teachers have the right to teach.
- ✚ We do not tolerate bullying, racial harassment, HBT comments, physical and verbal aggression by anyone.
- ✚ We operate a whole school approach to dealing with inappropriate behaviour.
- ✚ Certain children may have behaviour problems as identified in their support plans. Strategies for discouraging inappropriate behaviour with these children will be in place and identified in their current support plan.
- ✚ There is no excuse for poor behaviour.

## Positive Behaviour Management – Strategies & Resources

- ✚ All staff are encouraged to use positive language to foster a sense of belonging, including welcoming and greeting children by name.
- ✚ Staff must make frequent use of specific, personal praise.
- ✚ Proactive strategies to promote good behaviour include the active use of registration time to get to know the children; PSHE lessons, collective worship and class rules and expectations.
- ✚ Rewards for good behaviour and learning will include merits stamps that build to awards. These are personal awards and are gained through individual effort of learning, attendance and expected conduct throughout the school.
- ✚ The children are also part of a house team and can earn points which are shared in golden assembly on Friday afternoons.
- ✚ Midday supervisors may give out behaviour certificates each Friday to those who have implemented the Christian values and shown kindness as well as always following the school expectations.
- ✚ Children who have impressed their teacher with their learning are asked to show their learning to the headteacher who then receives a special headteacher sticker “made of real red and real gold!”
- ✚ If a child has been outstanding in their learning or behaviour then they spend some time with the headteacher also.
- ✚ Children can also earn growth mindset certificates for trying their best or for never giving up. All their efforts are noticed.

## Ethos and Expectations

- ✚ For all staff to promote an expectation of good behaviour as normal for everyone staff are to praise and reward positive behaviour in the classroom and around the school.
- ✚ House points are to be given to those children living out the school's Christian values: Nurture, inclusivity, aspiration, generosity and trust.
- ✚ Children should arrive at school between 8.30am and 8.45am and go straight to their class for learning.
- ✚ Staff greet the children on arrival.
- ✚ Parents/carers are not permitted to enter the school premises unless it is their child's reading morning.
- ✚ Parents/carers meet their children on the playground at 3.15pm.
- ✚ All children must be collected by an adult or named carer unless the child is Y6 and has signed consent form the parent to walk home alone.
- ✚ At playtimes children are escorted silently to the playground by the adults in the class.
- ✚ Organised games and activities in the playground are available as well as other equipment that is on a visual rota.
- ✚ Children are not to stand on tyres, ramps, steps or play under the storage shelter.
- ✚ A bell will sound 5 minutes before the end of playtime to indicate toilet time for those who have not already been.
- ✚ At the end of playtime, the bell will be sounded for children to stop. The second bell indicates that children must line up.
- ✚ Teachers and TAs escort children from the playground into school.
- ✚ Children must take their water bottles outside during playtime.
- ✚ Children must use playtime to go to the toilet.
- ✚ Children in nursery, reception, Y1 and Y2 are allowed to access the toilet at all times provided an adult is aware.
- ✚ Junior children should only go to the toilet during playtimes unless they have medical needs.
- ✚ Class teachers must discuss appropriate use of toilets and water drinking with the class regularly.
- ✚ Class teachers are responsible for the release of children to the toilet during class times.
- ✚ For collective worship staff should ensure children are ready to leave the classroom and to reinforce expectations of behaviour.

- ✚ Children must walk quietly into the hall, join in singing as they enter and sit sensibly and respectfully in their class positions.
- ✚ Lunchtime starts at 12.00pm for all infants. Infant children walk sensibly to the hall with the teacher and TA from their class. Children eat and socialise in the hall until 12.25pm. The children are then escorted to their playground to play with staff. Children who have not yet finished eating with sit at a table together.
- ✚ Lunchtime starts at 12.15pm for junior children. All junior children go outside to play. At 12.30pm the junior children walk to the hall sensibly for their lunch. The children eat and socialise until 12.50pm after this time they go back to the playground to play and help tidy up. The bell will sound at 1.00pm and all children are expected to line up ready for afternoon learning.

### **Suspensions & Expulsions**

- ✚ The headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year.
- ✚ The headteacher may also expel a pupil permanently.
- ✚ It is also possible for the headteacher to convert a suspension into an expulsion, if the circumstances warrant this.
- ✚ Parents will be informed immediately about the suspension and the right of appeal to the governing board.
- ✚ The LA and governing board are informed about expulsions and suspensions.

### **Behaviour Expectations**

- ✚ Be inclusive
- ✚ Be nurturing
- ✚ Be aspirational & hopeful
- ✚ Be generous
- ✚ Be trustworthy
- ✚ Be respectful

It is essential that children follow instructions and self-regulate to keep themselves and others safe.

✧ When behaviour rules are not followed children will receive:

- Reminder ●
- Warning ●
- Consequence ●

✧ When children receive a consequence a behaviour log will be completed after a restorative script has been used. Logs for SEND will be behaviour specific.

✧ Children who continue to disregard the school's expectations will be required to complete a behaviour contract. This should involve parents for better outcomes.

- Clear Expectations
  - Provides a written agreement outlining specific behaviours expected from the child.
  - Removes ambiguity and ensures the child understands what is required.
- Consistency
  - Creates a structured approach for teachers, parents, and the child.
  - Helps maintain fairness and predictability in managing behaviour.
- Child Accountability
  - Encourages the child to take responsibility for their actions.
  - Involves them in setting targets, making it more meaningful.
- Positive Reinforcement
  - Links behaviour improvement to rewards, motivating the child.
  - Focuses on progress rather than punishment.
- Parental Involvement
  - Strengthens home-school communication.
  - Ensures parents are aware and supportive of strategies.
- Documentation
  - Provides a record of agreed actions and outcomes.
  - Useful for monitoring progress and reviewing interventions.
- Early Intervention
  - Prevents escalation of persistent negative behaviour.
  - Supports emotional and social development.

- ✚ More serious breaches of the school rules including fighting, swearing, HBT language and bullying will immediately result in a phone call home to invite parents in for a discussion.
- ✚ Adults should always aim to de-escalate a situation, rather than provoke further poor behaviour.
- ✚ If a child is angry but unlikely to hurt themselves or others, then it is usually safer to allow them to leave.
- ✚ Physical intervention is a last resort.
- ✚ Staff should not put themselves in danger.
- ✚ The advice is for staff to give consideration to what other professionals would think is best practice before blocking an exit or using physical intervention.
- ✚ Any physical intervention should be logged.
- ✚ Physical intervention is only to be carried out by the headteacher and the assistant headteacher.

All of the above also refers to the wearing of school uniform. See separate policy. Teachers will discipline pupils for breaching the school's rules on appearance or uniform.

## Appendix 1 - Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

### 1. REMINDER:

I noticed you chose to ..... (noticed behaviour)

This is a REMINDER that we need to... (link to the school rules)

You now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're running. You are not looking after yourself. Please walk. Thank you for listening.'

### 2. WARNING:

I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you stay in during break/ lunch time.

Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are not working hard and listening. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

### 3. CONSEQUENCE:

I noticed you chose to ..... (noticed behaviour)

You need to spend time reflecting on your behaviour at break/ lunch time Example - 'I have noticed you chose to use rude words. You are not being kind etc

Example: You have now chosen to miss your break/ lunch time. I will come and speak to you in two minutes. Thank you for listening.'

\*DO NOT describe child's behaviour to other adults in front of the child\*

Children would then miss their breaktime or lunchtime whichever is next for reflection time.

### 4. FOLLOW UP, DEBRIEF (Restorative)

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected? What should we do to put things right? How can we do things differently?

Follow up by SLT.

Children doing it for you – checking -behaviour buddies.

# Hartshorne CE Primary School Behaviour Contract

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This contract is designed to help the child improve behaviour through clear expectations, rewards, and consequences.

**Child's Name:**

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**Date:**

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**Agreed Behaviour Targets:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Rewards for Meeting Targets:**

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**Consequences for Not Meeting Targets:**

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**Review Date:**

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Teacher Signature:

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Parent Signature:

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# Hartshorne CE Primary School & Governor Run Nursery Restorative Script

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

	What happened?
	What were you thinking and feeling at the time?
	Which expectation were you unable to display?
	How did this make people feel?
	Who was affected by your actions and how?
	What should we do to put things right?
	How can we do things differently in the future?

## Appendix 2 – Recognition & Rewards

### Recognition and Rewards

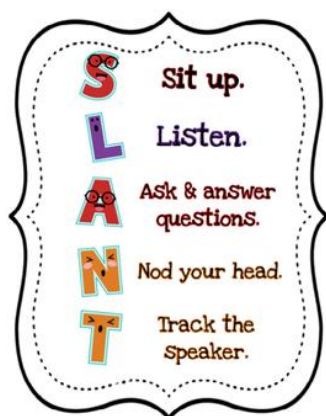
Recognition is one means of achieving and maintaining a positive learning environment. It has a motivational role in enabling children to fulfil their potential. The recognition and rewards system should be used, not purely for good behaviour, but for all aspects of school life.

### Purpose of recognition and rewards

Hartshorne CE Primary School & Governor Run Nursery wants to help children to celebrate their achievements, progress and display positive behaviours as much as possible. The purpose of the recognition and rewards system is to ensure children are celebrated for demonstrating the behaviours we expect of all our children, this includes children **who always** demonstrate this, and those who show significant improvement towards this. At Hartshorne CE Primary School & Governor Run Nursery we believe that positive reinforcement is key to developing a positive school culture.

Positive behaviour in the classroom - Positive behaviour in the classroom is essential for children to learn, progress and achieve. It is absolutely crucial for the development of positive relationships between children and staff. Teachers will ensure positive behaviours are initiated through engagement with well planned and executed lessons, to help children thrive in their learning.

In class, children are expected to be attentive in order to learn. Children should sit up and avoid slouching. Listening, asking and answering questions will assist in their knowledge deepening. Nodding in acknowledgement or note taking and tracking the teacher shows engagement resulting in learning and acquiring new skills.



Positive behaviour around the school - Positive behaviour around the school is essential to securing a culture whereby all stakeholders feel safe, secure and are positive about attending school. It is the expectation that all children act in a calm manner around the school and demonstrate positive behaviours at all times. It is expected that all children will be polite, respectful and courteous to each other and staff at all times.

Children have devised a behaviour charter of expectations of themselves and each other in different areas of the school.

### **Achievement Stamp Examples**

Working hard 1

Being kind 1

Choosing wisely 1

Following Christian Values 1

Assessment success 2

100% attendance (weekly) 1

### **Recognition and Rewards - Cont**

Hartshorne CE Primary School & Governor Run Nursery's approach to behaviour is focused on developing positive behaviours and habits. When a child makes a positive choice, the school aims to recognise and reward this. On a daily basis recognition can take place discretely from adult to children.

### **Daily Rewards**

Achievement points for living the Christian values: These will be awarded by class teachers for working hard, being kind, following and living out the Christian values or choosing wisely. Each reward will be worth 1 achievement point.

Achievement points within assessments: These will be awarded for outcomes above the class average or for improved performance from previous assessments. Each reward will be worth 2 achievement points.

Kindness: Children will be rewarded for daily acts of kindness (for example: litter picking, helping another child or helping a member of staff). Members of staff

will actively be seeking children outside of lessons in which to reward with a stamp.

### **Weekly rewards**

Weekly class lists of most achievement points: These will be celebrated within Golden Worship on Fridays.

### **Half Termly/Termly rewards**

Classes with the most achievement points over half-term period: The class with the most achievement points will win a prize to share on a half-term basis.

(Ultimate treat Jar)

Weekly best attendance by class: This will be announced in Friday's Golden Worship with a trophy for the class.

Certificates of excellence: On a termly basis each teacher will nominate 2 children for a certificate of excellence. These will be presented on the final Golden Worship of the term.

Park Visit: On a termly basis each class teacher will select the children that have achieved the highest achievement points to be invited to the local park to play.

## Order of Achievements per page spread:

(Pink sticker – whoo)

(Dark green sticker)

(Grey sticker)

(Brown sticker)

(Black sticker)

Red sticker

Orange sticker

Yellow sticker

Green sticker

Blue sticker

Indigo sticker

Violet sticker

Rainbow sticker

Rainbow badge

Bronze sticker

Bronze badge

Bronze certificate

Silver sticker

Silver badge

Silver certificate

Gold sticker

Gold badge

Gold certificate

Platinum sticker

Platinum badge

Platinum certificate

Emerald certificate

Sapphire certificate

Ruby certificate

Diamond certificate