



Hartford Primary School

# Behaviour Policy and Statement of Behaviour Principles

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Signature of Headteacher:

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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](#)
- [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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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)

#### 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
Racial	Racial taunts, graffiti, gestures
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 strategy.

#### 5. Roles and responsibilities

##### 5.1 The governing board

The governing board 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 governing board, 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 pupils
- Recording behaviour incidents on CPOMs

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 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

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

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

## **7. Rewards and sanctions**

Positive behaviour is built on positive relationships. School staff set the tone in their classrooms and around school. All staff must model pride in their environment, the tidiness of their working space, politeness and calm manner in the face of any poor behaviour.

- On entry to school families are made aware of the home school agreement to ensure a partnership between home and school is established from the start of a child's journey at Hartford.
- Staff must use consistent language (positive framing) when speaking with children about their behaviours; for example, "Well done, you have chosen to respect others by showing kindness"
- When praising children there needs to be an emphasis on the process the child has gone through to achieve (perseverance, independence, hard work).
- All school staff should model 'calm' when dealing with a child poor behaviour choice.

- We recognise that for a small number of children behaviour may not be a choice but an expression of anxiety or communication need. Where children demonstrate more challenging behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support. Children with specific behavioural issues are supported through SEND procedures and may also receive support from the ELSA or Family Support Worker.

Positive behaviour will be rewarded with:

- Be noticed/thanked/praised by the teacher.
- Special responsibilities/privileges
- Stickers from class teacher, deputy headteacher or headteacher.
- Celebration certificate from Class teacher and DHT or HT.
- Children can receive a token for displaying one of our core values: Respect, Aspiration, Pride and Responsibility. Each class has a tally chart for the weekly achievement. The tokens are counted at the end of the week, and each class's achievement are celebrated in a class assembly. When a class target of 800 tokens is achieved the children alongside teachers can choose a 'nonmaterialistic' treat for their class to celebrate. In Early Years they use physical tokens/counters. In the rest of the school 'tokens' are given verbally.

### **Our Approach to Behaviour Management:**

Staff;

- Start with recording the behaviour (actions)
- Take time to analyse the underlying causes (setting and triggers)
- Analyse the consequences (results)
- Alter the triggers and/ or results
- Teach more appropriate responses
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff

### **Sanctions**

1: Low level behaviour identified. Gentle reminder by an adult : count and very briefly Identify the value that has not been followed.

E.g. that's a one because you were talking when I was.

That's a one as you were doodling on your whiteboard.

2: Low level behaviour repeated following gentle reminder. Warning by an adult: Clear, verbal warning delivered privately if possible. Child is made aware of their behaviour and clearly outlining the consequences should they continue. Explain that should the behaviours demonstrated continue, it will result in a consequence.

3: Low level behaviour continues following a warning – 5 minutes from playtime where a restorative conversation is facilitated by an adult.

Explain that the adult will reflect with them at break time or lunchtime about their behaviour. Stay behind for 5 minutes after the lesson to have a private, restorative conversation that culminates in positive behaviour choices.

Restorative conversations are positive and aimed at improving a situation. If a child does not engage, move to 4

At this stage, children may be moved seat/table to another to support them in settling. Children may be moved away from classmates to a quieter area of the classroom; Restriction of the current activity may be implemented.

If continued after 5 minutes missed e.g. If low level behaviours have been recorded more than three times in a week or over a half term (following Step 1,2 and 3) arrange to meet with parents Verbal conversation with parent/carer regarding the behaviour choices (by class teacher). Record the poor behaviour choices on CPOMS so all senior leaders are aware of what has happened and meeting with parents recorded

Any serious incident or any act of deliberate, physical or verbal violence. A restorative conversation alongside a consequence given. Children miss up to 15 minutes of their next playtime, spending time to calm and reflect. Alternatively, children will stand with the teacher on duty, not participating in playtime with their peers.

Verbal conversation with both parents/carers regarding the incident. Record the poor behaviour choices on CPOMS so all senior leaders are aware of what has happened and conversation with parents recorded.

If Behaviour continues to be a concern following meeting with parents/class teacher (Step 4). Three additional instances following Step 4. Formal meeting set with parents, class teacher and member of SLT. Introduce Behaviour Plan. It is a senior leader's decision to place a child on a Behaviour Plan. Agreed targets set in Behaviour Plan, Review progress against these targets in 6-8 weeks or sooner if required. Behaviour Plans to be shared with all staff (Teacher/Teaching Assistants/Midday/Before and After School Club.

### Our Restorative Approach

Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

Examples of questions include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you/we need to happen now?

When having restorative conversations with children, we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting and summarizing
- Be empathetic (listen for thoughts, feelings, experiences, behaviours)
- Use a 'solution' rather than 'blame' approach
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair
- Be aware of our body language, tone and facial expressions.

A restorative school will consistently look for solutions to conflicts rather than focus on who started it and why.

All instances of a 'Serious Incident' are recorded on CPOMS and a phone call will be made to discuss with parents. In incidents such as this the phone call should come from the class teacher or SLT.

In some extreme cases the 1,2,3 system may not be appropriate. In this case the child will have a separate behaviour plan.

We may place a disruptive pupil in an area away from other pupils in response to serious or persistent breaches of this policy they will be expected to complete the same work as they would in class.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil 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.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **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
  - 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 parents (CPOMS)

## 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 Social Emotional and Mental Health (SEMH) 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.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

- The wellbeing of children and staff are prioritised. We have staff trained in Mental Health First Aid.
- We recognise that there may be occasions where the behaviours being presented by individuals means that additional support is implemented.
- We encourage all children to consider their own emotions and develop management strategies through the use of the Zones of Regulation and techniques used in My Happy Minds.

## **9. 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.

See additional Hartford Transition Plan

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All teaching staff have attended an accredited Team Teach training. All Teaching assistants have attended deescalation training.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the deputy teacher and full governing board every year. 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 board every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy
- Transition plan

## 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 Appendix 2: behaviour log

Behaviour log will be updated on CPOMS including:

Pupils name.

Name of staff member reporting the incident

Date

Where did the incident take place?

When did the incident take place? (Before school, after school, lunchtime, break time)

What happened?

Who was involved?

What actions were taken, including any sanctions?

Is any follow-up action needed? If so, give details People informed of the incident (staff, governors, parents, police):  
of behaviour principles is reviewed and approved by the full governing board every year.

## Appendix 3:

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

