



HURSTHEAD INFANT SCHOOL

BEHAVIOUR POLICY

Reviewed and Ratified	11 May 2026
Date of next review:	May 2027

HURSTHEAD INFANT SCHOOL

Behaviour Policy

School's Mission Statement

In pursuit of excellence and enjoyment we work together for all the children in our care. We provide a family environment where each individual is valued and can achieve their potential.

In order to foster and maintain our school ethos we actively seek to undertake the following:

- To create a safe and secure environment in which the children are encouraged, praised and cared for.
- To encourage each child to have an awareness of the needs of others and a sense of his/her own worth.
- To foster a desire to learn and to create an environment where every child will learn without fear, hostility, ridicule or shame.
- To encourage every child to develop to the fullest in accordance with his/her capabilities in all aspects of the curriculum i.e the spiritual, moral, physical, academic, social and creative.
- To develop a trusting relationship with each child in order to encourage self-confidence and self-worth
- To make learning and the acquisition of skills as exciting and as interesting a process as possible, and the quest for knowledge enjoyable.
- To establish and maintain strong links between home, families and school.

Policy Statement

It is the responsibility of every member of the school community to work together in order to ensure the school is successful in achieving its Mission Statement. The environment in which the school community lives and learns makes non-verbal statements about the ethos of the school, its values and its priorities. This is expressed in the welcoming atmosphere, the care, concern and respect shown for each other, the quality of work and displays, and the respect for property.

Behaviour expectations in school is based on high standards of care and promotion of self-regulation. We aim to embed within school life the values and standards, made explicit above, where harmony and consideration for others are of paramount importance.

At Hursthead Infant School we create a positive atmosphere where self-esteem, good manners and moral conduct are viewed as important elements. Each child is valued as an individual entitled to respect and fair and just treatment; it is only in such an atmosphere that children will begin to respect themselves and set themselves high standards of behaviour. It is also important that every child comes to understand that the rights and feelings of others are important and that their own desires must take into account the rights and feelings of others.

The wilful conscious desire to hurt, threaten, or frighten someone else (bullying) is regarded as unacceptable and requires immediate action. The seriousness of the situation will be made known to both the harmed and harmer. Parents/carers play an important role in shaping the behaviour and attitudes of their child. Therefore, with behaviour as with everything else, we work closely in partnership with parents, consequently should any problems occur parents will be involved from an early stage. We also ask parents to inform school about any changes in circumstances that may affect a child's behaviour or impact on learning. This enables school to support individual children.

Good behaviour is rewarded in order to encourage self-regulation and raise self-esteem of all pupils. Unsatisfactory behaviour is discouraged by: individual counselling, withdrawal of privileges and application of sanctions, as appropriate.

We provide a caring environment with consistent routines in which our children can be happy and secure so that they can develop and achieve the highest standard of attainment.

Restorative Approaches

Restorative Approaches is a whole school ethos which aims to build positive relationships and provides the tools to maintain and restore these relationships when conflicts arise. It promotes our school family atmosphere, where we recognise that each member of our school family has a unique perspective which we value and respect. We believe that good relationships need to be at the heart of everything our school does, if effective teaching and learning are to take place.

A Restorative way of working leads to:

- A respectful climate
- A shift away from sanction – based responses that aim to ‘manage’ behaviour, toward a more relationship focused approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility for their own actions
- People feeling supported when things go wrong
- A calmer more productive learning environment
- Improved mental well-being for staff and pupils
- Development of empathy, resilience and self-control

Rules

A set of school rules have been agreed as part of the Home/School/Child Agreement. This document clarifies the school and family agreement. The agreement states what the school and family will offer. It also states the Golden Rules we ask our children to follow:-

In school I will keep the Golden Rules:

Do

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

Don't

- Hurt anyone
- Hurt people's feelings
- Cover up the truth
- Waste time
- Waste or damage things
- Interrupt

Class teachers discuss the school's Golden Rules with pupils as appropriate throughout the year focusing on examples of good behaviour in the classroom, in the playground, in the dining hall and around the school in general. Teachers will emphasise to pupils the importance of respect for all the community – teaching and non-teaching staff, visitors and pupils.

Rewards

At Hursthead Infant School we believe all pupils should be encouraged to do their best and their success should be recognised. Most children respond well to praise and encouragement. We reward and celebrate effort, achievement and positive behaviour. Strategies may include:

- Praise – verbal and written
- Stickers
- Smiley faces
- Headteacher award badges and certificates
- Star of the week
- Rocket to the stars
- Happy leaves
- Class reward jars
- Group rewards
- Certificates
- Lunch time trophy

During Tuesday Headteacher award assembly we will celebrate:

- Playground friends – report and thanks given

Other opportunities to celebrate include:

- Musical productions and concerts/sporting events during which children can demonstrate their talents

Sanctions

For a variety of reasons some children do not respond as readily to the above strategies and the teacher therefore will employ other techniques, including sanctions for unacceptable behaviour.

When behaviour problems occur we seek to be restorative. We always listen to each pupil's view point recognising that both the harmed and the harmer have a unique perspective. When we are certain of the facts we will discuss the difficulty with the pupils asking them to help decide on future action. We then apply school rules firmly but fairly.

Following a restorative meeting the following sanctions may be appropriate:

- Verbal warning
- Moved within class
- Period of withdrawal to another teacher
- Time out
- Staying in/walking with adult at playtime/lunchtime under staff supervision
- Exclusion from all/part of Golden Time
- Headteacher involvement

Serious misbehaviour might require the following sanctions:

- Loss of privileges
- Regular parental involvement
- Letter of apology
- Regular monitoring – Home/School diary

- Suspension
- Permanent exclusion

Suspension and permanent exclusion

A decision to exclude a pupil from our school will only be taken:

- in response to serious breaches / repeated incidents of non-compliance of the school's Behaviour Policy; and
- if allowing the pupil to remain in school would seriously harm the pupil or others in school.

Reference will be made to the 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024. The document also includes the Governing Board's duties with regards to suspension and permanent exclusion. [Suspension and permanent exclusion guidance](#)

If a pupil's behaviour leads to suspension or permanent exclusion we will follow the guidelines provided by Stockport MBC and parents will be informed of actions taken.

Support Programme

If a pupil has persistent behavioural problems it may be appropriate to implement a personal plan. The plan will follow involvement with parents and possibly the Educational Psychologist and Inclusion Team as appropriate. It will identify causes of concern and behaviour/action which can reasonably be expected of the pupil. The involvement of the parents is essential if a successful outcome is to be achieved. The personal plan will set targets which are specific, measurable, achievable, realistic and time limited. The pupil will be placed on the SEND register.

Bullying and the Protection of the 9 characteristics (Equality Act 2010)

Hursthead Infant School is committed to a whole school approach against bullying. Any sanctions that may be applicable will be in line with the school's Behaviour Policy. The School recognises and positively supports its legal duties in respect to Safeguarding and in respect of pupils with special educational needs as set out in the Equality Act 2010.

Care and Control

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. The school follows 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026' [Use of reasonable force and other restrictive interventions guidance](#)

Our school adheres to training and guidance by "Team Teach – Care and Control" delivered by Stockport Local Authority.

Repairing Relationships

We recognise that when conflict between pupils arises, relationships may need support to be repaired. This can be facilitated in a number of ways:

- Restorative meeting - where a member of staff will encourage all parties to listen to each other and agree future action to improve the situation. A flow chart and visual prompts will be used to aid conversations
- Staff to pupil mentoring – where teachers will regularly check in with pupils and offer further restorative meetings where necessary
- Pupil to pupil support – where for a short period of time a child will be asked to support another child socially

Monitoring and Review

We will review our policy annually.

Conclusion

The purpose of this policy is to establish an environment which is conducive to quality learning; thereby allowing our pupils to develop and succeed

Appendix 1 – Procedures

- When behaviour occurs which infringes rules agreed for the pupils, the class teacher, teaching assistant or midday assistant will seek a resolution of the problem with the child/children concerned. If necessary, he/she may refer the matter to the 1) Class teacher 2) Deputy Headteacher/Headteacher.
- In more serious cases of behaviour which falls below standards described in the school rules, the Headteacher will decide whether or not to inform parents/carers in order to assist in finding a resolution to the problem. Typically, this would include cases of aggressive conduct between pupils, use of unacceptable language or refusal to follow school rules following a verbal warning.
- Should there be further difficulties in such cases or if cases of violence being inflicted by a pupil on others, a member of the Senior Leadership Team will meet with parents/carers to determine sanctions that could be applied. In the most serious cases this would include suspension or permanent exclusion from school for part or all of a session or sessions, in accordance with the procedures agreed with the Local Authority.
- Incidents may be recorded digitally via CPOMS

Appendix 2 – methods to encourage good conduct

- Use of Restorative Approaches to build and maintain good relationships throughout the school
- Active involvement of pupils in the review of school rules
- Home-School-Child Agreement
- Ensuring the child has the correct level of challenge in their learning
- Use of assembly and collective worship to focus attention on individual and school responsibilities eg. Respect for people, property
- Monitoring by SENCO, class teacher and SLT of individual support plans
- Supervision of all pupils at play time and lunchtime
- Frequent discussions with all staff about playground and classroom behaviour; encouragement to identify children experiencing difficulties of any kind and report to Headteacher/Deputy Headteacher/SENDCO
- Positive relationships between pupil, parent and school
- Monitoring of conduct by the SLT around the school, with particular emphasis on unstructured times during the school day.

Appendix 3 – Guidelines for teachers to encourage positive behaviour in the classroom

- Provide attractive, orderly classrooms, which create an atmosphere conducive to learning
- Plan interesting, well prepared and stimulating lessons
- Use appropriate voice level
- Adaptive Practice
- Plan appropriate seating. Use a variety of methods to motivate children
- Have an awareness of a working noise level
- Quickly recognise disruptive behaviour and deal with it positively – early intervention
- Have an overview of the class whilst teaching
- Be consistent and fair when supporting children
- Set up and make known boundaries in which children can operate
- React calmly, confidently and appropriately whatever the situation
- Encourage pupils to care for others, the school, its equipment and materials
- Use of circle times, restorative meetings and PSHE curriculum to build and maintain good relationships throughout the school.

**Hursthead Infant School
Mission Statement**

In pursuit of excellence and enjoyment we
work together for all the children in our care.

We provide a family environment where each
individual is valued and can achieve their
potential.



HURSTHEAD INFANT SCHOOL

**Home School Child
Agreement**

**Working Together
Achieving Together**

Home – School – Child Agreement

The staff of Hursthead Infant School feel very fortunate to have active, supportive parents and know that consequently the children benefit in many ways. This Home-School agreement has been devised to support positive relationships.

The School will:

- Educate the whole child in an environment founded upon the School's 'family' ethos
- Work with your child to help him/her achieve their potential
- Encourage all children to do their best at all times
- Provide a broad, balanced and enriched curriculum
- Encourage all children to take care of their surroundings and others around them
- Hold regular Parent Consultation Evenings to discuss your child's progress
- Provide information on the curriculum to parents
- Provide homework according to the agreed policy

Our Family will:

- Make sure our child arrives at school on time each day
- Make sure our child attends regularly and provide an explanation for all absences
- Co-operate with school staff to ensure our child's good behaviour
- Attend Parent Consultation Evenings to discuss our child's progress twice each year
- Inform school of any changes in circumstances which may affect our child's learning
- Support our child with homework according to the agreed policy

I (the Child) will:

Try to follow our Golden Rules

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to others

We operate an open-door policy and are pleased to welcome parents in school.

Signatures:

Parent: _____

Child: _____

School: Miss Karen Grant (Headteacher)

*Our Hursthead Infant School children
will achieve more when school and
family work together*

