



Behaviour Policy

Review Date	Reviewer	Approved By	Date Approved	Implementation Date
Autumn Term 2022	Mrs A Ryder	Academy Committee	Autumn 2022	Autumn 2022
Autumn Term 2023	Mrs A Ryder	Academy Committee	Autumn 2023	Autumn 2023
Spring Term 2025	Mr C Harrison			

Changes to this Policy		
Issue No:	Date	Description
2	10.09.23	Section 5 Rewards and sanctions 2 verbal warnings then lose a Dojo point. The changing of the word lunch time suspension instead of exclusion.
2	10.09.23	Appendix 2 Incident form when using Team teach.
2	10.09.23	Inclusion of Appendix 3 Copy of Balmoral Learning Trust Behaviour Principles
3	Spring 2025	No Changes
4	Spring 2026	Sanctions – Updated & Appendix 3 Added Information regarding fidgets

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1. Rational

This policy has been developed by the whole school staff and pupils as a response to the need to clearly set down the expectations for all members of our school community. Acting in accordance with the statement of behaviour agreed by the directors of Balmoral Learning Trust and reviewed on an annual basis. See Appendix 3

Hetton Lyons Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy is based on consistency, follow through and positive relationships. The school operates a Positive Discipline Policy. It is important that as a staff we are aware of the rules, rewards and consequences that operate within our school. The school behaviour policy is part of the safeguarding suite of policies that includes anti bullying and peer on peer abuse.

2. Aim

At Hetton Lyons Primary School we aim to

- Create a culture of exceptionally good behaviour for learning, for community and for life
- Ensure that all learners are treated fairly, shown respect and to promote good relationships
- 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.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti bullying strategy online

4. Leadership and management

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They will make sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make

sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The teacher who holds the responsibility for leading behaviour or supporting pupil wellbeing is currently completing the National Professional Qualification in Leading Behaviour and Culture (NPQLBC). School leadership will ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. They will ensure ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams.

5. School systems and social norms

Consistency in practice is the key to the success of this policy.

1. Consistent, simple rules and expectations: All members of the school community will have a clear understanding of the school code of conduct and their role within it.
2. Consistent language; consistent response: Simple and clear expectations reflected in all conversations about behaviour.
3. Consistent follow up: Teachers take responsibility for behaviour interventions, seeking support from senior management.
4. Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating positive behaviour.
5. Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
6. Consistent respect from the adult: Even in the face of disrespectful learners.
7. Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning.
8. Consistent reinforced rituals and routines for behaviour around the school site: In classrooms, around the site and at reception
9. Consistent environment: Consistent visual messages and echoes of care values, positive images.

The Learning Environment

In order to make a learning community it was agreed that in all aspects of school life there must be: Clear rules and directions which define the limits of acceptable and unacceptable behaviour and that all staff must teach the children to consistently follow the behavioural expectations.

Children and adults in school have recently reviewed our behaviour strategy, which links to our behaviour system. Staff will continue to recognise, celebrate and reward good behaviour in school. We have agreed three behavioural expectations; Be Respectful, Be Responsible, Be Safe. Under each of these headings, children and adults have discussed what this would look like in different areas of the school. For example; in the classroom.

Be Respectful	Be Responsible	Be safe
• Follow adult directions • Use indoor voices. • Active listening. • Wait to be acknowledged (show thumb if ready, make eye contact)	• Have your toolkit ready. • Do quality work. • Participate in classroom discussions and activities and share your ideas.	• Kind hands, feet and voices. • All chair legs on the floor. • Walk.

Children will be rewarded for following the behavioural expectations.

What is good behaviour?

Following our behaviour expectations Be Respectful, Be Responsible, Be Safe.

For example; being:

- Considerate and respectful of other people
- Polite and friendly
- Hard-working
- Trustworthy
- Co-operative
- Careful - Responsible for their own actions

6. Rewards and Sanctions

Points System

The Dojo points system of creating a positive culture in the classroom continues to be effective. Teachers can encourage students for any positive behaviours — whether it's for behaviour expectations or something else.

Examples of positive behaviour for learning are:

- A promptness, motivation and willingness to learn
- Cooperation within one another
- Concentration in lessons
- Independence in learning
- Engagement with a subject
- Level of work produced
- Valuing learning and resources
- Respectful of one another and the environment,
- Eagerness to progress

Each member of staff can introduce their own specific behaviours for which a child can achieve (or lose) points. There are some that are consistent throughout all classes, ensuring consistency across the school. The Dojo system can be used with either a PC or tablet, meaning teaching and non-teaching staff can utilise the system both in the classroom and outside, at all times of the day (including lunchtimes and after school clubs)

A variety of rewards will be used including praise, certificates, Dojo points, star of the week presented in assembly. Children will know the consequences if they choose not to follow the behavioural expectations.

Fidgets

Fidget toys should only be used in class when they are identified as a strategy within a pupil's support plan and where their purpose is to support concentration and improve attention to learning. Staff must ensure that these resources are used discreetly and only by the pupils for whom they are intended. Fidgets should not be placed on desks or across workspaces and should remain out of sight as far as possible to avoid distracting others or encouraging peers to request or imitate their use. Their use should support engagement with learning rather than becoming an additional focus of attention. Pupils should only use fidget resources supplied by the school. Personal fidgets should not be brought into school unless there are exceptional circumstances that have been discussed and agreed in advance with the class teacher and the Senior Leadership Team (SLT).

Sanctions and Consequences

The school uses a **clear, stepped system of consequences** to respond to inappropriate behaviour. The aim is to provide children with opportunities to reflect on their choices and correct their behaviour while ensuring consistency for staff.

Staff should follow the staged approach outlined below. However, **serious incidents may bypass earlier stages** and move directly to senior leadership intervention.

A visual summary of the system is provided in **Appendix 3: Behaviour Response Flowchart**.

1. Low-Level Behaviour in Lessons

Low-level behaviour includes disruption to learning, not following instructions, or behaviour that affects the learning environment.

Staff should follow the steps below in sequence:

Step 1: First Verbal Reminder

The child receives a **clear verbal reminder** about the behaviour. Staff should explicitly explain:

- what the inappropriate behaviour is
- what the expected behaviour should be.

Example:

"This is your first reminder. You need to stop talking and focus on your work."

Step 2: Second Verbal Reminder

If the behaviour continues, the child receives a **second verbal reminder** and a **Dojo point is removed**.

The adult should again explain the behaviour expectation and the consequence if behaviour continues.

Step 3: Time-Out in Class

If the behaviour continues:

- The child will complete a **5–10 minute time-out within the classroom.**
- Following this, the child will have a **short reflection discussion with the class teacher** about expectations and how to improve their behaviour.

Step 4: Time-Out with Year Group Partner

If behaviour persists:

- The child will complete a **5–10 minute time-out in another classroom within the year group.**
- A **longer reflection conversation (approximately 15–20 minutes)** will take place with the class teacher.
- **Parents will be informed.**

If a child reaches **five behaviour incidents within a half term**, this will trigger further monitoring.

Step 5: Internal Suspension (Phase Lead)

If behaviour continues to escalate:

- The child will be referred to the **Phase Lead** for an **internal suspension.**
- The **Headteacher (HT) or Deputy Headteacher (DHT)** may intervene.
- **Parents will be invited to attend a meeting** to discuss behaviour and next steps.
- A **behaviour report** will be created.

Step 6: External Suspension

If repeated disruption continues:

- An **external suspension** may be issued.
- This may occur where a child has reached **10 behaviour incidents across a half term** or where behaviour remains persistently disruptive despite support.

All suspensions will follow **statutory guidance on suspensions and permanent exclusions.**

2. Serious Behaviour

Some behaviours are considered serious and require **immediate senior leadership intervention.**

Examples include:

- Deliberate physical contact or fighting
- Inappropriate or abusive language, including swearing
- Rude or disrespectful behaviour towards adults

In these cases, the behaviour system may **start at a higher level.**

Step 1: Internal Suspension

The child may receive an **internal suspension** overseen by the **Phase Lead, Headteacher, or Deputy Headteacher**.

- Parents will be **informed**.
- A **behaviour report will be completed** and recorded.

Step 2: External Suspension

If the behaviour is severe, or if serious behaviour continues:

- The child may receive an **external suspension**.
- Parents will be informed.
- A behaviour report will be completed.

Depending on the **severity of the incident**, the school may **move directly to Step 2**.

All incidents will be logged using the school's safeguarding and behaviour monitoring system (CPOMS).

3. Behaviour at Social Times (Break and Lunch)

During breaktimes and lunchtimes, the following system applies:

Step 1: First Verbal Reminder

The child receives a **clear verbal reminder** about their behaviour.

Step 2: Second Verbal Reminder

If behaviour continues:

- A **second reminder is given**
- A **Dojo point is removed**

Step 3: Continued Behaviour

If the behaviour continues:

- A further warning is given and a **Dojo point may be removed**
- The class teacher will be informed.

If behaviour during social times becomes **serious**, staff should **move immediately to the Serious Behaviour pathway**.

4. Recording and Communication

Where appropriate:

- Incidents will be recorded on **CPOMS** to support safeguarding and behaviour monitoring which will be clearly tagged e.g. Behaviour → Low-Level Step 4.

- Parents will be **informed at key stages**, particularly where behaviour escalates beyond classroom management.
- Patterns of behaviour may result in the introduction of a **behaviour report or behaviour support plan**.

5. Additional Support

Where a child continues to experience behavioural difficulties, the school may implement additional support strategies, including:

- Behaviour reports
- Behaviour support plans
- Parent meetings
- Referral to external agencies or behaviour support services

Where appropriate, pupils may also be supported through **SEND processes**, including targeted interventions or individual plans.

6. Equality and Individual Needs

The school recognises its duties under the **Equality Act 2010**. Staff will take into account individual pupil needs, including **Special Educational Needs and Disabilities (SEND)**, when applying behaviour strategies.

Reasonable adjustments may be made to ensure that pupils are **supported appropriately while maintaining clear expectations for behaviour**.

7. Roles and responsibilities

The role of teachers and staff

- Meet and greet at the door
- Model positive behaviours and build relationships throughout the curriculum and explicitly through the PHSE curriculum and Fridays are sessions.
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visual recognition mechanism throughout every lesson (class dojo)
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making the wrong choices.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Staff also receive clear guidance about school expectations of their own conduct at school.

The role of pupils

- Every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Every pupil is supported to achieve the behaviour standards, including an

induction process that familiarises them with the school behaviour culture. • Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

- Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

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The role of parents

The role of parents is crucial in helping our school to develop and maintain good behaviour.

- Parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us. We aim to build and maintain positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes.

8. Staff induction development and support

School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Training will be aligned with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications](#). Staff will be provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development based on;

- The progress of pupil learning
- Pupil books which should show extremely high levels of presentation and pride in learning
- The number of Awards, Dojo points and Certificates achieved by pupils; • Half termly review records of class behaviour on Dojo by the Leadership team.
- The number of recorded incidents of behaviour/bullying/sexual harassment • The number of recorded incidents of a racist and or homophobic nature • Termly review of the number of incidents recorded, to evaluate effectiveness of policy
- Information collected from the monitoring process and from any feedback about the policy should be used to review and update the school's anti bullying approach.
- Annual review of anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture. Using information provided to evaluate future development. • Attendance, permanent exclusion and suspension data;

9. Pupil support

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Quality first teaching is at the heart of this. We aim to meet the needs of all pupils

in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We aim to create calm environments which benefit pupils with SEND, enabling them to learn. Behaviour will be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Behaviour will be dealt with effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires that we balance the number of duties which will have bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices; 16
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

10. 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.

11. Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Hetton Lyons will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

We are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils. We never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing

An assertive response to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a

report or their experience minimised.

12. Behaviour outside of school premises

Hetton Lyons will sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that we will sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

13. The use of reasonable force

School leaders, staff and governing bodies have read detailed advice that is available in [Use of Reasonable Force](#). There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. De-escalation strategies should always be the preferred method to deal with children making the wrong choices.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff have had access to Team Teach training which is positive behaviour management strategies that help teachers change, rather than simply contain behaviour. By reformulating behaviour as an act of communication that the adult in the room should interpret and respond to, these strategies help staff understand the children in their care. From there, they can work with pupils to manage and change their responses.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the service user remains safe.

14. Searching, screening and confiscation

Headteachers and school staff have read the Detailed guidance for schools about [Searching, screening and confiscation at school](#). School staff can confiscate, retain or

dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

15. Monitoring and evaluating school behaviour

We use strong and effective systems for data capture, including all components of the behaviour culture. It is monitored and objectively analysed regularly by skilled staff. We use the National curriculum in England: framework for key stages 1 and 2. We monitor and evaluate the cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. We also collect data from the following sources: • behaviour incident data, including on removal from the classroom;

- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice helps the school ensure that it is meeting its duties under the Equality Act 2010

16. Appendix 1 Behaviour Support Plan

Name: Year
Possible behaviours: • • •
Trigger or situations that may provoke behaviour: • • • Body language:

Strategies:

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-
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Stage 1- Issue warning

Stage 2- Reminder of choices and consequences

Stage 3- Tell ----- that you are considering time out- offer choices again

Stage 4- Time out (another classroom) or Meeting room with a different member of staff. Return to classroom once calm ideally.

Time out activities include :

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-

Stage 5- Physical removal to be used if appropriate and necessary by confident members of staff- move to seats outside of class.

Follow Up

Incidents to be logged within the same day

School will inform parent/carer by telephone of physical incident

If parent wishes to discuss further, an appointment will be arranged

Incident will be followed up with _____:

What happened?

Who was involved?

Who was affected?

What will happen differently next time?

Signed:

Name and Role: Kim Bushby- Headteacher

Class Teachers:

Parent/Carer:

Pupil:

Date:

No. of Plan:

17. Appendix 2 Incident form when using Team teach Hetton

Lyons Primary School Incident Number:

Incident Form

Name of person reporting the incident	Name of young person(s) involved and year group	Date, time and location of incident
Antecedents (make links to Behaviour plan/ risk assessment):		

Details of Incident: Be specific but detailed (continued overleaf if necessary)			
De-escalation techniques used:		Physical Intervention:	
Removing audience		Team Teach elbow hold	
Giving space		Seated hold	
Reassurance			
Help scripts			
Limited choices			
Humour			
Remind of consequences			
Time out			
Transfer adult			
Remind of success			
Distraction			
Other			
Outcome			
Follow up talk- reflect and restore	Parent contacted to give verbal update	Invite parent into school to review incident and update behaviour plan/ risk assessment	
Other: Outside agency involvement			

Person reporting incident sign and date	SLT reviewing incident sign and date	Parent/carer sign and date
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Appendix 3: Behaviour Response Flow Chart



