HARTFORD MANOR PRIMARY SCHOOL & NURSERY

BEHAVIOUR POLICY AND PROCEDURE

Date of policy: Autumn 2026
Review Cycle: Annual
Reviewed By: Jan Diamond
Approved By: Full Governing Body
Next review date: Autumn term 2027

HARTFORD MANOR PRIMARY SCHOOL & NURSERY
BEHAVIOUR POLICY AND PROCEDURE

At Hartford Manor, we aim to create a safe and inclusive environment where children treat adults and pupils with respect because they know it is the right way to behave.

Hartford Manor 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. Our behaviour policy echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

Aims and Expectations

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To focus on giving time and attention to best conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temperament, mutual respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

At Hartford Manor we have used the book, 'When the Adults Change, Everything Changes,' by Paul Dix, to shape our philosophy and inform our practice. We have 3 school rules which are understood by all members of the school community.

3 school rules

- Be kind
- Be safe
- Be ready

Staff behaviour

1) Calm, consistent use of language
2) Shared responsibility for whole school behaviour
3) Establish positive working relationships

All staff, every day will:

1) Be punctual
2) Meet and greet children
3) PIP and RIP (praise in public, remind in private)

Senior leaders will:

1) Continually review and recap on the policy
2) Lead by example
3) Monitor whole school / classroom routines

Support beyond the classroom:

1) Individualised programmes
2) Engagement with parents
3) Shared responsibility for movement around school

Alternatives to suspension:

1) Engage with families
2) Engage families in '123 Magic'
3) Implement individual programmes

Governors will:

1) Ensure the school provides an environment that promotes positive behaviour to allow effective learning to take place.
2) Ensure that all policies related to behaviour are regularly reviewed and monitored.
3) Ensure a behaviour recording system is in place and monitored.

Parents will:

1) Work in partnership with the school to promote positive values and behaviour.
2) Encourage children to take responsibility for their actions.
3) Value the work of the school and be aware of the school behaviour policy.

Consistencies

Teachers will:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Refer to 'kind, safe and ready' in all conversations about behaviour.
- Always act in a calm and consistent way (prevent before sanctions).
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Share responsibility for whole school behaviour and offer support to colleagues
- Record behaviour incidents on CPOMS
- Work with parents to implement consistent strategies

Promoting and Rewarding Positive Behaviour

At Hartford Manor we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Hartford Manor:

- Immediate verbal feedback to recognise and reinforce positive behaviour
- House points are used to reward good behaviour on a daily basis.
- At the end of each half term, the house with the most points receives a reward at the start of the following term.
- Regular Celebration Assemblies where each class teacher chooses children to receive Reading, Writing, Science, Maths and Times Table awards.
- Rocket points are awarded to the whole class for good work and behaviour. When the class reach 'blast off' the children may vote to decide on a collective activity for the whole class.
- In Early Years Foundation Stage, children collect stars in a jar as a reward for tidying up and taking responsibility for their environment. They add the pom poms to a class jar and when it is full, they choose a class activity.

Behaviour management procedure

Although rewards are pivotal to the encouragement of good behaviour, it is also important that at Hartford Manor we follow a series of steps and actions to ensure consistent behaviour management across the school.

1) **Redirection -** Gentle encouragement to change the direction of behaviour; maybe a small act of kindness.

2) **Reminder -** A reminder of the expectations '**Kind, Safe, Ready,'** delivered privately wherever possible. Use de-escalation techniques to avoid confrontation.

3) **Caution –** A clear verbal caution delivered privately wherever possible, make the learner aware of their behaviour, clearly outline the consequences if they continue.

4) **Time out –** Give the learner a chance to reflect away from others. Speak to them privately and give them a final opportunity to engage.

5) **Missed break –** The learner will miss 2-5 minutes of their break or lunchtime to discuss their difficulties with the teacher, or stand with the teacher on the playground.

6) **More serious breach –** The learner's behaviour will be recorded on CPOMS and SLT will speak to them if appropriate. A conversation with a parent will also take place at this time and a playtime may be missed. It may be necessary to contact parents to support with de-escalation.

Possible Strategies for incidents of Major Breaches of Discipline

- A meeting with child with the Principal or Head of School as to future conduct
- Timetable adjustments to enable the child to work outside of their normal classroom
- A letter/phone call to parents informing them of the problem
- A meeting with parents
- A Behaviour Improvement Plan to be formulated in consultation with parents, class teacher and child
- A fixed-term suspension may be considered in order to allow the school time to make adjustments to provision and to allow time-out for the child. Immediately following a fixed term suspension and before the child returns, a reintegration meeting between parents and school should be arranged.
- A multi-agencies meeting alongside parents.
- Permanent exclusion after consultation with the Governing body and the LEA
- Parents have a right to appeal to the Governing Body against any decision to exclude

CPOMs

At Hartford Manor we use our CPOMs system to record significant behaviour incidents. These include where a child has been sent out of the classroom for some time out. It is the role of the safeguarding team to monitor these records with a purpose of identifying trends and patterns in behaviour for individual children, classes and year groups. The behaviour coordinator will also analyse behaviour incidents on CPOMs each half term.

Attendance

As a school, we believe that there is a direct correlation between good attendance, behaviour and achievement. Attendance is analysed by the safeguarding team shared with governors at TLSAB committee meetings. (Teaching, Learning, Standards , Assessment and Behaviour)

Please refer to 'Attendance Policy' for further information.

Bullying
At Hartford Manor, we take bullying very seriously and recognise the importance of creating a safe environment that prevents bullying from taking place. Where a case of bullying is identified, it will be dealt with in accordance with the **DFE document: 'Preventing and Tackling Bullying' - July 2017.**

What is bullying?
Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual either physically or emotionally. It can take many forms including cyber-bullying via text messages, social media or gaming.

Preventing bullying
At Hartford Manor, we use 'No Outsiders' to openly discuss differences between people that could motivate bullying such as: religion, ethnicity, disability, gender, sexuality, appearance and different family situations. Staff are encouraged to act proactively to gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying in the first place. (Such as talking to pupils and targeted lessons / assemblies.)

Parents must feel confident that school will take any complaint about bullying seriously and be clear that Hartford Manor does not tolerate bullying. As a school, we shall implement disciplinary sanctions to show that the consequences of bullying reflect its seriousness, so that pupils see that bullying is unacceptable.

Children should feel safe to openly discuss the cause of their bullying without fear of further bullying. At Hartford Manor, we have strong discipline measures for pupils who bully, in order to clearly demonstrate that their behaviour is wrong. Staff should consider the motivation behind any bullying behaviour to determine whether it reveals any concerns for the safety of the bully. Disciplinary measures should be applied fairly and consistently.

Strategies for staff
When there is 'reasonable cause to suspect that a child is suffering' a bullying incident, it should be addressed as a child protection concern under the **Children Act 1989.** Staff should discuss concerns with the school's safeguarding lead who will decide whether concerns need to be reported to local authority children's social care. Even where safeguarding is not considered to be an issue, staff may draw on external services to support the child experiencing the bullying.

Where bullying outside of school is reported to staff, it should be investigated and acted upon. The Head Teacher should consider whether it is appropriate to notify the police or anti-social behaviour coordinator. If staff feel that an offence may have been committed, they should seek assistance from the police.

Electrical devices

The children hand their personal mobile phones into the office each morning. If an incident of cyber-bullying is suspected or reported, we have the right look at the content on an individual mobile phone.

The Education Act 2011 states that when an electronic device, such as a mobile phone, has been seized by a member of staff (who has been formally authorised by the Head Teacher), that staff member can examine data or files and delete these where there is good reason to. Parental consent is not required.

If an electrical device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as reasonably practical.

For more advice, staff could look at:

- **Cyberbullying guidance and practical PHSE**
- **The UK Council for Child Internet Safety (UKCCIS)**

Review
The Governing Body reviews this policy regularly. The governors may also review the policy if the government introduce new regulations or if the governing body receives recommendations on how the policy might be improved.