



Kind Hearts, Ambitious Minds, Striving for Excellence

HODGE CLOUGH PRIMARY SCHOOL

Behaviour Policy

Date Approved: 5 December 2025

Date of next Review: November 2026

Control Sheet

Control Sheet		
Policy Name	Behaviour Policy	
Policy Owner	Stella Hodgkinson - Headteacher	
Version	1	
Original Date Approved		
Approval Authority	Full Governing Body	
Last Reviewed Date	N/A	
Frequency of Review	Annual	
Status	Approved	
Reviewed By	N/A	
Approved By	Amy Fitzpatrick Chair of Governors	
Date of Approval	05.12.25	
Next Review Date	November 2026	
Distribution	Parents, Staff, Stakeholders	
Location	Website, Staff Shared Drive, Staff Site, Admin Office	
Amendments and Adaptions		
Date	Amended by?	Amendment Detail/Reason

1. Introduction

- 1.1** At Hodge Clough Primary, we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual students to contribute positively to their own personal development and so to that of the school.
- 1.2** This Behaviour Policy sets out Hodge Clough Primary School's approach to creating a safe, inclusive, and supportive environment where children can thrive. It provides clear guidelines on behaviour expectations, rewards, and sanctions, ensuring consistency and fairness across the school community. Rooted in our values of **Pride, Happiness, Excellence, Attitude, Respect and Togetherness** this policy aims to nurture children's personal development and academic success.

1.3 Aims of the Policy

- To promote high standards of behaviour and respect for others.
- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To foster a positive, safe, and nurturing environment that supports learning and wellbeing.
- To provide a consistent framework for managing behaviour, emphasising the importance of reflection, self-improvement, and accountability.
- To encourage a partnership between children, parents, and staff to maintain a culture of mutual respect and shared responsibility.

1.4 The School's Strategic Vision

Our strategic vision is rooted in the belief that every child can achieve great things when given the right support, challenge and opportunity, and that children must be placed firmly at the **HEART** of every decision we make. At Hodge Clough, our motto is "Kind Hearts, Ambitious Minds, Striving for Excellence". Our core value of **Pride**, alongside our other values: **Happiness, Excellence, Attitude, Respect and Togetherness (HEART)** shape the culture of the school and articulate the standards we expect for, and from, every member of our community. We aim to create a school filled with warmth, kindness and ambition, where children feel happy, valued, safe and inspired to learn. We foster positive attitudes, high expectations and a commitment to personal excellence, ensuring pupils develop confidence, resilience and a deep belief in their own potential. Through respect, empathy and togetherness, we build a strong sense of community in which every child belongs, every voice is heard and every success is celebrated. Our vision provides a clear moral purpose and strategic direction: to ensure that every child thrives academically, socially and emotionally and leaves Hodge Clough proud of who they are and what they can achieve

At Hodge Clough, we take **PRIDE** in who we are and have children at the **HEART** of all we do.

1.5 Policy Development Through the Vision

The Behaviour Policy has been developed to reflect the school's vision, ensuring that every aspect of behaviour management is driven by our values:

- Behaviour management strategies emphasise a positive attitude, resilience and self improvement, encouraging children to learn from their mistakes and grow.
- Expectations for behaviour reflect the highest standards, fostering a culture of excellence and mutual respect in all interactions.
- Positive attitudes are cultivated through targeted interventions, promoting respect, empathy, and responsibility in every child.
- Recognition systems reinforce a sense of pride, celebrating both individual achievements and collective success within the school community.
- Behaviour management fosters a culture where children feel safe, valued, and happy. Positive relationships, engaging learning, and consistent routines promote wellbeing and ensure that every child can enjoy school and flourish emotionally, socially, and academically.
- Behaviour expectations emphasise community, teamwork, and shared responsibility. We work together to build a caring and respectful environment where everyone contributes to the success and happiness of the whole school.

This vision-driven approach ensures consistency and alignment across all policies and practices, creating a supportive environment where all children can thrive.

1.6 Legal Framework

This policy aligns with statutory guidance and legal requirements, including:

- **Education Act 2002:** The duty to promote the welfare of children.
- **Equality Act 2010:** Ensuring fairness and equality in the application of the policy, with reasonable adjustments for pupils with SEND.
- **Education and Inspections Act 2006:** The school's legal authority to discipline pupils and manage behaviour.
- **SEND Code of Practice (2015):** Guidance on supporting children with special educational needs.
- **DfE Behaviour in Schools Guidance (2022):** Best practice for creating a positive and consistent approach to behaviour management.

1.7 Scope of the Policy

This policy applies to:

- Behaviour within school, during school trips, and at any school-organised event.
- Behaviour outside of school where it impacts the safety or wellbeing of pupils or staff, including incidents of cyberbullying.
- All members of the school community, including pupils, staff, and visitors, ensuring a shared commitment to the values of Pride, Happiness, Excellence, Attitude, Respect and Togetherness

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1.7 Principles of Behaviour Management

- Behaviour is a form of communication, and our approach is rooted in understanding and empathy.
- Mistakes are opportunities for growth, and all children are encouraged to learn and improve.
High expectations are maintained through clear boundaries, consistent responses, and regular reinforcement of positive behaviours. We believe that structure, routine and consistency are key for long term behavioural improvements.
- The behaviour policy is implemented consistently, with staff receiving regular training to manage behaviour effectively and supportively.
- Being aware of the differences in individual children and special needs, we differentiate the behaviour policy accordingly. There is a set of general guidelines laid down for all to follow but staff retain flexibility in dealing with individual cases of misbehaviour. It is our aim to anticipate rather than react to disruption both in and out of the class situation. Each staff member has a toolkit of strategies to be used as appropriate. We promote a positive behaviour system with a wide variety of rewards.

1.8 The Behaviour Framework (Appendix 8)

The Behaviour Framework sets the foundation for fostering a positive and respectful school culture, ensuring all members of the community can thrive within a consistent and supportive environment. The behaviour Framework has four core pillars, these are:

1. **Rules:** Establish the norms and expectations for behaviour, ensuring clarity and consistency across all settings – Ready, Respectful, Safe
2. **Routines:** Provide structure and predictability, helping children develop self-discipline and responsibility – The HCP Way Behaviour Curriculum
3. **Rewards:** Celebrate and reinforce positive behaviours, motivating children to demonstrate the school's values – Pride, Happiness, Excellence, Attitude, Respect, Togetherness
4. **Responses:** Ensure fair and proportionate consequences for inappropriate behaviours, with a focus on reflection and improvement – The Behaviour Pathway (6.25)

2. National Minimum Expectations of Behaviour

2.1 Hodge Clough Primary School takes full responsibility for creating and maintaining high standards of behaviour. This policy reflects the Department for Education (DfE) guidance, particularly the 'Behaviour in Schools' framework. The school leadership team has ensured that this policy covers the following critical areas:

- Creating and maintaining high standards of behaviour.
- Developing and implementing a clear school behaviour policy.
- Communicating the behaviour policy effectively to all stakeholders.

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- Taking a whole-school approach to behaviour management. • Embedding a comprehensive school behaviour curriculum (Appendix 9).

2.2 This policy aligns with the government's ambition to ensure children and young people experience high standards of behaviour in schools. Our aim is to protect children from disruption and create a calm, safe, and supportive environment that brings out the best in every pupil. Key elements of the national expectations include:

- High expectations of pupils' conduct and behaviour, which are understood and applied consistently and fairly by staff and pupils to foster a calm and safe environment. Visible and consistent support for staff in managing pupil behaviour by following the behaviour policy and agreed routines.
- Measures, including general and targeted interventions, to improve pupil behaviour, ensuring that disruption does not interfere with teaching, learning, or the daily running of the school.
- A positive, safe environment where bullying, physical threats, abuse, and intimidation are not tolerated, and everyone is treated respectfully.
- Prompt and effective handling of incidents involving bullying, discrimination, aggression, or derogatory language, including name-calling, to ensure swift resolutions and ongoing support for all involved.

2.3 Standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on their individual differences, differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on our values of Pride, Happiness, Excellence, Attitude, Respect and Togetherness, It follows that acceptable standards of behaviour are those which reflect these values

3. Roles and Responsibilities

The adults encountered by the children at Hodge Clough have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

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- treat other adults with respect at all times; therefore, providing a positive role model for the children and each other;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability (in accordance with the legal duties of the Equality Act 2010);
- show appreciation of the efforts and contribution of all.

3.1 The Governing Body

The Governing Body has a legal responsibility to ensure that the school has an effective behaviour policy in place and to review its implementation. Governors will:

- Monitor the school's behaviour and exclusions data to ensure the policy is being applied fairly and consistently.
- Support the Headteacher and staff in creating a culture that promotes high standards of behaviour.
- Ensure that the behaviour policy aligns with statutory guidance and reflects the school's core values of Pride, Happiness, Excellence, Attitude, Respect and Togetherness

3.2 The Headteacher

The Headteacher is responsible for the implementation of the behaviour policy and ensuring that all staff are aware of its content. The Headteacher will:

- Provide clear guidance and training for staff on the policy.
- Monitor the consistent application of the policy across the school.
- Take ultimate responsibility for decisions regarding exclusions and ensure all decisions align with statutory guidelines.
- Communicate behaviour expectations to parents and work collaboratively to resolve concerns.

3.3 Senior Leaders

Senior Leaders are tasked with supporting staff in implementing the behaviour policy. They will:

- Provide visible leadership around the school to reinforce expectations.
- Monitor behaviour trends and provide regular updates to the Headteacher and Governing Body.

3.4 Staff

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
- Have a positive classroom tone, including tones of voice
- Have a visual timetable so pupils know what is planned for the day
- Have an attractive, tidy, well-cared for environment, including displays
- Display the school rules - Ready, Respectful & Safe in their own classroom
- Have a well-planned environment so that students can move easily, can find and selfaccess resources, property is respected etc.
- Consider strategic seating arrangements for students when working on the carpet or at a table • Develop a positive relationship with pupils, which will include:
 - ☐ Meet and greets
 - ☐ Establishing clear routines (The HCP Way Behaviour Curriculum)
 - ☐ Communicating expectations of behaviour
 - ☐ 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
- Consistently apply the behaviour policy in their interactions with pupils.
- Model the school's core values through their own conduct and attitudes.
- Identify and address behaviour concerns early, using restorative approaches where appropriate.
- Communicate with parents to ensure they are informed of both positive achievements and concerns.

3.5 Parents and Carers

Parents and carers are essential partners in maintaining high standards of behaviour. They will:

- Support the school's behaviour policy and reinforce its principles at home.
- Communicate openly with the school regarding their child's behaviour and any concerns.
- Encourage their child to demonstrate the school's values of Pride, Happiness, Excellence, Attitude, Respect and Togetherness
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance and punctuality
- Inform staff of any medical or other needs that may hinder their child's behaviour
- Ensure that their child attends school in full uniform

3.6 Pupils

Pupils are expected to take responsibility for their behaviour and contribute to a positive school environment. They will:

- Follow the school's behaviour rules and expectations – Ready, Respectful, Safe.
- Demonstrate respect for themselves, others, and the school environment.
- Reflect on their behaviour and strive for self-improvement in line with the values of Excellence and Attitude.
- Ensure that interactions with staff and their peers are positive
- Follow instructions of school staff
- Walk within the school buildings – The 3S's: Silent Sensible, Safe.
- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action
- Physical violence is not acceptable, neither is retaliation
- Foul, abusive, racist or homophobic language should never be used
- Children should wear the correct school uniform • Children are expected to attend school and be punctual

4. Hodge Clough Behaviour Rules

4.1 At Hodge Clough Primary School, our behaviour rules are designed to be simple and clear. They are consistently applied across the school to help every child understand and meet our expectations:

4.2 Our three core rules—Ready, Respectful, and Safe—are designed to support the academic, social, and emotional development of every student while ensuring a positive school culture:

Ready

Being ready means that students come to school prepared to learn, listen, and engage with their teachers and classmates. This includes arriving on time, having the right materials, and showing a positive attitude toward learning. By fostering readiness, we help children develop responsibility, self-discipline, and a growth mindset that will serve them well beyond the classroom.

Respectful

Respect is at the heart of our school community. We expect all students to be respectful towards staff, peers, and the learning environment. This includes using kind words, listening to others, following instructions, and valuing differences. By promoting respect, we create an inclusive and supportive atmosphere where everyone feels valued and heard.

Safe

Safety is a top priority in our school. Being safe means that children make choices that protect themselves and others—both physically and emotionally. This includes following school rules, using equipment appropriately, and treating others with kindness. A safe environment allows children to learn without fear and develop confidence in their abilities.

4.3 By using Ready, Respectful, and Safe as our guiding principles, we ensure that our school remains a place where every child can thrive, feel secure, and develop the values they need for lifelong success. These school rules will be supported by a class charter designed by pupils at the start of each year.

4.4 These rules are prominently displayed and reinforced daily by staff to ensure consistency and shared understanding among pupils, staff, and parents.

4.5 What is good behaviour?

- Good behaviour leads to increased motivation and better learning
- Good behaviour means you treat all people equally and with respect □
- Good behaviour means thinking and taking care of others □
- Good behaviour means setting an example for younger students □
- Good behaviour means being prepared for class □
- Good behaviour means being sensible when moving around the school
- Good behaviour is what your parent/ carers and all school staff expect

5. Rewards and Reward Systems

5.1 At Hodge Clough, we want children to understand that all behaviour has consequences and that some of these are positive and some are sanctions for inappropriate behaviour. It is our intention to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children and all abilities. In order to achieve this, we understand that consequences must be consistently applied by all adults.

5.2 At Hodge Clough, we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere

in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.

Description of Behaviour	Reward
Excellent achievement or effort in a lesson	One Dojo and verbal praise
High level of positive engagement in lesson	One Dojo and verbal praise
Completing homework set to a good standard	One Dojo and verbal praise
Following the school rules consistently	Verbal praise and Headteacher sticker
Consistently demonstrating the school values	Proud Postcards
Excellent role model for behaviour (no incidents throughout the half term)	Behaviour Achievement certificate

5.3 Weekly 'Proud' Assemblies

- Each week, children are recognised for their hard work, achievements, and contributions to the school community and receive Proud Awards.
- Teachers award one pupil for their progress and one pupil for their achievement.
- Pupils have the opportunity to share their work / teachers share what they are being recognised for with senior leaders and visitors and the children receive verbal praise and encouragement.
- Rewards include a certificate sent home and a sticker to mark their achievements.

5.4 Weekly Values Awards

• Every week, each class nominates a pupil who has exemplified the school's HEART values – Happiness, Excellence, Attitude, Respect or Togetherness

- Winners receive certificates and recognition during assemblies to celebrate their positive contributions.

5.4 Daily Recognition

- Teachers and staff provide ongoing verbal praise and Dojo Points for day-to-day efforts and improvements.
- As children earn Dojo Points, they work towards achieving Bronze, Silver, Gold and Platinum milestones.
- Visual displays in classrooms and communal areas highlight pupils' achievements, fostering a sense of pride and community spirit.
- By embedding these reward systems into daily school life, we aim to create an environment where children feel valued, motivated, and proud of their accomplishments, contributing to a positive and thriving school culture.

6. Behaviour Pathway: Sanctions and Consequences

6.1 Behaviour management begins at classroom level with a positive, supportive and proactive approach. This could include:

- **Re-direction** Non-verbal cues, adjust seating plan, acknowledgement

- **Modelling** i.e. indicates role models displaying appropriate behaviour. Adults to be good role models.
- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what should you be doing?
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Catch up learning and reparation** Focus on the learning, repair trust with the student
- **Assertive Intervention** Explain students' choices, show disappointment, re-engage
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the student's attention, e.g. give a specific task, send a message, etc.

6.2 For the vast majority of our students, the above strategies, a gentle reminder or pointer in the right direction is all that is needed. When children are not following the rules of Ready, Respectful, Safe and good behaviour is not present, problems may arise. Although students can be expected at times to make mistakes and learn from them, this is not acceptable where it interferes with the education and well-being of others. 'Pupils have the right to learn' will be reinforced at any point of disruption.

6.3 If students choose to ignore early interventions, then a more formal process is required and must be consistently applied. Staff will always deliver sanctions equally to all students, calmly and with care. De-escalation tactics by adults are important.

6.4 The school does not accept poor behaviour such as;

- deliberately disrupting a class or the smooth running of the school
- swearing and verbal abuse
- absconding from lessons or the building
- any discriminatory abuse against the 9 protected characteristics as listed in the Equality Act 2010
- violent behaviour including assault
- vandalism, damage to property or theft
- bullying

6.5 We want pupils to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Use scripted responses to de-escalate a situation if required
- Explain the consequence of their actions including the impact on themselves and others

6.6 'The Behaviour Pathway' is designed to provide clear and consistent consequences for inappropriate behaviour, supporting pupils to reflect on their actions and make positive changes. This approach ensures the school's values of **Pride, Happiness, Excellence,**

Attitude, Respect, Togetherness are upheld, creating a safe and respectful learning environment.

- 6.7** The Behaviour Pathway provides a structured escalation process to address and resolve behaviour concerns. Each stage includes specific actions and outcomes (detailed below).
- 6.8** The Behaviour Pathway consists of 9 stages and escalates from the preceding stage.
- 6.9** The Behaviour Pathway ensures that expectations for all pupils are clear and reasonable providing a fair and positive approach to behaviour management. Whilst it is our experience that most pupils behave in a consistently appropriate manner, Hodge Clough Primary School needs procedures to deal with situations when this is not the case.
- 6.10** Classroom behaviour is managed consistently throughout the school. Pupils are moved through a sequence with predetermined sanctions aimed at supporting them to make sensible choices about their behaviour.
- 6.11** There are times when some pupils, despite encouragement, struggle to make positive choices that threaten their own learning or that of others. When a member of school staff becomes aware of misbehaviour, they should respond in accordance with this policy. Their priority should be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment. It is important that staff across the school respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be considered. Deescalation techniques can be used to prevent further behaviour issues arising. Where necessary, sanctions should quickly follow the incident.
- 6.12** Behaviour logs should be kept by class teachers and analysed periodically to determine any patterns or triggers
- 6.13** The aims of any response to misbehaviour should be to:
- restore a safe, orderly environment in which all students can learn and thrive;
 - attempt to prevent the recurrence of misbehaviour; and
 - maintain the culture of the school by reinforcing the need for safety, calm and dignity.
- 6.14** All members of staff should respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches pupils that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness. Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred.
- 6.15** Sanctions should be applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff should make time for a pastoral discussion to ensure the student understands why they received the sanction and what they need to do in the future to improve their behaviour, thus avoiding further sanctions.
- 6.16** Sanctions will reset at the end of break time, lunchtime and at the end of the school day and we treat every day as a fresh start.
- 6.17** A pupil can be issued with an immediate Stage 3-9 (depending on the severity of the behaviour) for: serious unacceptable behaviour (see section 1.7) such as health and safety violations, violent or threatening behaviour towards others, walking away from a member of

staff, refusing to hand over items which are not allowed in the school, swearing, refusing to comply with a reasonable request and other behaviours at the Headteacher's discretion.

- 6.18** Where there is repeated behaviour of three stage 3's in a week, a pupil will be issued with an immediate Stage 5.
- 6.19** Hodge Clough Primary School always seeks to avoid the use of exclusions and where appropriate, will use internal exclusion (Stage 5 and 6) as an alternative to a fixed term exclusion (Stages 7 & 8) Stage 5 and 6 can be issued immediately at the discretion of the Headteacher if an isolated incident of behaviour is deemed serious enough to be dealt with by a sanction of internal exclusion
- 6.20** In some cases, the Headteacher reserves the right to issue a fixed term exclusion for either an escalation of behaviour or an isolated behavioural incident that is deemed serious enough to be dealt with by a sanction of fixed term exclusion.
- 6.21** In some cases, the Headteacher reserves the right to issue a permanent exclusion for either an escalation of behaviour or an isolated behavioural incident that is deemed serious enough to be dealt with by a sanction of permanent exclusion.
- 6.22** For sanctions that include fixed term suspension and permanent exclusion, the decision must be sanctioned by the Headteacher. In the absence of the Headteacher, the headteacher must be consulted in the event of a possible fixed term suspension or permanent exclusion wherever reasonably possible. In the event of the Headteacher not being able to be in contact with the school, the next most senior member of the leadership team should make the informed decision.
- 6.23** Parents may wish to discuss the implementation and the sanctions given to pupils but cannot override the decision made by the school.
- 6.24** Depending on the nature of behaviour incidents, the Headteacher may use their discretion and determine that it is no longer appropriate for the pupil(s) to attend enrichment activities outside of school hours.

6.25 Behaviour Pathway Escalation:

Stage	Description	Actions	Examples	Responsibility	Communication to Parents
Pre Stage	General Expectation Reminder	Teachers and adults will remind all pupils at the start of each lesson about expectations – pertinent aspects of the Behaviour Curriculum and the Ready, Respectful, Safe rule		Class teacher / TA	No communication required.

Stage 1	The Reminder	A clear verbal reminder directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. Allow brief take up time. Say what you see 'You are out of your seat' followed by what the student needs to be doing in order to return to a state in which they can learn and others	Low-level behaviours - Talking or calling out during lessons. - Distracting others during learning (e.g., tapping, playing with objects, making noises). - Not following instructions promptly or appropriately. - Fidgeting or moving around unnecessarily during quiet times (with due regard to any SEND needs).	Class teacher / TA	No communication required.

Stage 2	Classroom Based Sanction - The Time Out	can learn. 'You need to go back to your chair and get on with your work. Thank you'. Adults use Appendix 5 to structure support that will prevent escalation to Stage 2.	- Minor defiance (e.g., refusing to sit in an assigned seat). - Interrupting adults or peers when speaking. - Throwing small objects (e.g., erasers or paper) without malicious intent. - Littering or not tidying up after activities.	Class teacher / TA	Communication not typically required unless behaviour persists.
		A change of position in the classroom or learning area to allow time for reflection (no work provided – reflection time only) .	Repeated behaviour, outlined above		

Stage 3	The Loss of Time 5 mins at Morning Break or Lunchtime (Reflection for afternoon incidents must take place before the end of the day. Lost learning can be made up the next day)	Reflection task completed. Student misses 5 minutes of playtime with a reflective conversation with staff. If necessary, any lost learning is made up	Repeated low-level behaviours that negatively impact learning, routines, or the classroom environment, requiring escalation beyond initial reminders. Examples include: - Any repeated low level behaviours - Consistent refusal to follow instructions from staff. - Regularly not completing work or avoiding tasks during lessons. - Ongoing disruption of the class, such as constant talking or distracting peers. - Continued failure to follow classroom rules or routines (e.g., lining up quietly, walking in corridors). - Repeatedly using inappropriate language (not targeted but still unacceptable). - Interrupting learning during assemblies or school events.	Class Teacher	CT informs parents via informal communication (e.g., quick chat/phone call).
	Stage 4	The Loss of Time 15 minutes at Morning Break or Lunchtime	Reflection task completed. Pupil misses playtime and/or 15 minutes at lunchtime. If necessary, any lost learning is made up	The pupil continues to display any of the above behaviours	Class Teacher
Stage 5	The Lunchtime Supervision	Any pupil receiving an internal exclusion will not be allowed out to play and must spend one or more lunchtimes inside, supervised by SLT Parents informed and reflective / restorative	Internal exclusion at lunchtime will be at the discretion of SLT and will be in response to a culmination of repeated and 'persistent disruption' (Appendix 2) or a single, more serious incident)	Senior Leadership Team (SLT)	Phone call to parents to explain the situation and next steps. Incident logged on CPOMS
		work completed with the child			

Stage 6	The Half / Full Day Supervision	In supervision, students work alone out of lessons in a separate room or different room from their own class, supervised by pastoral staff / SLT for a half or full day, depending on the nature / frequency of incidents CT must provide work The purpose of supervision is to provide a serious consequence before exclusion but also to offer an opportunity for students to reflect on and to modify their attitudes and behaviour. Parents informed and restorative work completed with the child	Supervision for half or full days will be at the discretion of SLT and will be in response to incidents of 'serious misconduct' (Appendix 2) Behaviours may include but are not limited to incidents that seriously harm others, seriously disrupt the school community, or damage property, requiring immediate intervention and potentially significant sanctions. Examples include: • Persistent bullying, including name-calling, exclusion, or physical intimidation. • Use of discriminatory language or actions (e.g., racist, sexist, or homophobic remarks). • Deliberately damaging school property or others' belongings (e.g., breaking pencils, scribbling on walls). • Stealing items from peers, staff, or the school. • Fighting or physically hurting others (e.g., hitting, kicking, biting). • Threatening or aggressive behaviour toward peers or adults. • Dangerous actions, such as running out of the school grounds. • Using school devices to access inappropriate content. • Repeated defiance of adult instructions in a way that endangers others.	Senior Leadership Team (SLT)	Phone call and followup written notice to parents. Incident logged on CPOMS
Stage 7	Short Fixed Term Suspension (1-2 Days)	Headteacher or delegate determines suspension.	Exclusions will be issued for repeated instances of Serious Misconduct or an instance of Gross Misconduct that seriously harms others, seriously disrupt the school community, or damages property (see Appendix 2)	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents. Incident logged on CPOMS

Stage 8	Longer Fixed Term Suspension (3-4 days)	Longer suspension period decided by the Headteacher.	- Repeated incidents of bullying or physical aggression despite interventions. - Bringing or threatening to bring dangerous	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents. Incident logged on CPOMS
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher.	objects to school (e.g., knives, sharp objects). Deliberate acts of violence that - cause harm or distress. Persistent and serious discriminatory behaviour or harassment. Dangerous behaviour that - risks the safety of others, such as tampering with fire alarms or locking doors. - Bringing inappropriate or harmful materials to school (e.g., matches, fireworks). - Intentionally leaving school premises without permission. - Repeated incidents of theft or vandalism.	Headteacher	Formal written notification and legal processes followed. Incident logged on CPOMS

7. Partnership with parents/carers

7.1 Our aim is that pupils are part of a positive learning environment so that they can reach their full potential. Parents/carers, staff and students need to work together to achieve this. Parents/carers know their students better than anyone and therefore it is crucial that school staff and parents have regular informal and formal discussions. At Hodge Clough Primary, we have an 'open door' approach. This means that pupils and parent/carers feel that all staff are approachable and that they will be valued and respected in their own right.

7.2 Positive behaviour will be communicated to parents and carers the awarding of Dojos certificates and stickers. Proud Award winners will be communicated to parents ahead of the Proud Assembly and parents are invited in school to attend.

7.3 Values winners will be communicated to parents ahead of the Proud Assembly and parents are invited in school to attend.

7.4 Communication with parents throughout The Behaviour Pathway is critical. School based staff will communicate with parents regarding any concerns with pupils on the behaviour pathway at an appropriate stage.

7.5 If a conversation with a parent takes place at pick-up time, parents / carers should be invited into school to talk privately, away from other parents / carers.

7.6 Communication from parents with school should support school wherever possible and further support the school's decisions by reinforcing messages at home.

7.7 For parents and carers who have any concerns regarding any behaviour decisions, these should be raised with the appropriate member of staff in an appropriate manner and wherever possible, away from the pupil to ensure that the pupil demonstrates positive relationships with school staff.

7.8 A behaviour tracking log will be used to monitor stages 1-4 This will allow any patterns to be identified and monitored by SLT. Incidents from Stage 5 upwards are recorded on CPOMs, so that a chronology of significant behaviours can be built over time and there is a reference point when speaking to parents/carers and external agencies.

7.9 Behaviour tracking logs are confidential working documents and are to be for adult use only. Behaviour tracking sheets must not be verbalised to children as a threat or used as a shameful public consequence. The consequences should be focussed on the agreed actions within The Behaviour Pathway.

8. Reasonable Adjustments

8.1 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.

8.2 Hodge Clough Primary School is committed to making reasonable adjustments for pupils with special educational needs and disabilities (SEND) in line with the requirements of the Equality Act 2010. Reasonable adjustments ensure that pupils with SEND are supported to meet the high expectations required of all pupils. These adjustments do not lower expectations but provide additional support to enable pupils to thrive and succeed.

8.3 The school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils, including those with SEND, can achieve and thrive. A whole-school approach ensures that every child feels they belong and that high expectations are maintained for all. A calm, orderly environment benefits pupils with SEND by enabling them to learn effectively and feel confident asking for help and support.

8.4 The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

8.5 When a pupil is identified as having SEND, the school will use the graduated approach to behaviour support. This involves:

- **Assessing** the pupil's needs and identifying potential triggers for misbehaviour.
- **Planning** strategies and interventions to support the pupil.
- **Delivering** tailored support to address individual needs.
- **Reviewing** the impact of the interventions to ensure effectiveness and make adjustments as necessary.

8.6 Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, and/or others, to identify or support specific needs.

8.7 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

8.8 While the school is committed to supporting individual pupils, it also has a duty to ensure the safety and wellbeing of all pupils and staff. This may require appropriate actions even in cases where a pupil's individual needs are considered. Likely triggers for misbehaviour will be anticipated, and proactive strategies will be implemented to prevent escalation.

8.9 Staff will consider whether a pupil's SEND has contributed to any misbehaviour. However, it is a matter of professional judgment whether the behaviour was directly related to the pupil's SEND. Any sanctions applied will be lawful and in line with the Equality Act 2010.

8.10 The school will strive to understand the underlying causes of behaviour and identify whether additional support or intervention is needed. This includes working closely with parents, carers, and external professionals where appropriate.

8.11 To ensure fairness and compliance, the school will:

- Monitor behaviour data to identify patterns, including any disproportionate impact on pupils with protected characteristics.

- Review and adapt interventions for pupils with persistent behaviour challenges.
- Ensure regular communication with families to align support strategies.

8.12 For pupils with a social worker, Child in Need plan, Child Protection plan, or those who are looked-after:

- The school will notify the social worker or virtual school head of any significant behaviour incidents.
- Personal Education Plans (PEPs) will be reviewed and updated to reflect behaviour support strategies.

8.13 Pathway to Proud Plan

- The school may use a 'Pathway to Proud Plan' to help support pupils as a reasonable measure to support a pupil's behaviour choices
- A Pathway to Proud Plan (Behaviour Support Plan) will outline the behaviours expected and targets for these behaviours.
- The plan will be written alongside a member of the senior leadership team, will be for a limited time period and will be reviewed regularly. The plan will not last for an indefinite amount of time and should be seen as an intervention to get the pupil in-line with the school's Behaviour Pathway.
- The plan is underpinned by the pupil developing a sense of pride in their achievements and by breaking down the sessions further, gives the pupil more opportunity for success.

8.14 A reduced timetable may be put in place to support pupils. A reduced timetable is and should only ever be seen as a temporary solution with the aim that the pupil returns to full-time provision as soon as possible.

8.15 Reduced timetables will be reported to governors through scheduled governor meetings.

8.16 Some pupils may be subject to a behaviour risk assessment which may restrict pupil's attendance/participation in some activities (e.g. school trips, after school clubs etc)

8.17 Any risk assessment should be communicated clearly with parents/carers. School staff will proactively look at ways of reducing the risk wherever reasonably possible.

9. Searching, and Confiscation

9.1 Hodge Clough Primary School is committed to maintaining a safe and secure learning environment. The use of searching, and confiscation is guided by statutory guidance and implemented with the utmost respect for pupils' dignity and privacy. These measures are used to prevent harm, ensure safety, and maintain the school's standards of behaviour.

9.2 The school's approach is aligned with the Department for Education's statutory guidance on searching, screening, and confiscation, as outlined in the **Education Act 1996** and **Education and Inspections Act 2006**.

9.3 The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action.

9.4 Searching

9.4.1 Searches may be conducted when there is reasonable suspicion that a pupil has prohibited or dangerous items. These include but are not limited to:

- Weapons or imitation weapons.
- Alcohol, illegal drugs, or tobacco (including vapes and e-cigarettes).
- Stolen items.
- Unsuitable reading material
- Any item that could cause harm or disrupt the school environment.

9.4.2 Searches will be conducted by a member of staff of the same gender as the pupil, with a witness present where possible. Pupils will not be required to remove clothing beyond outer garments (e.g., coats or hats). Parental notification will occur after the search, especially if prohibited items are found.

9.4.3 Items found during a search may be confiscated if they pose a risk to the pupil or others, disrupt learning, or violate school rules. Confiscated items will be handled as follows:

- **Dangerous Items:** Handed over to the police.
- **Prohibited Items:** Retained or destroyed in accordance with legal requirements.
- **Other Items:** Returned to the pupil or parent as deemed appropriate by the school.

9.4.4 For pupils with SEND or other vulnerabilities, additional considerations will be taken to ensure searches and confiscation procedures are sensitive to their needs. Staff involved in these processes will work collaboratively with the SENCO or relevant professionals. School will ensure communication with parents or carers to provide context and support.

9.4.5 All searches and confiscations will be documented, including the date, reason, items found, and outcomes. The Headteacher will review records regularly to ensure compliance with statutory guidance and fairness in application.

10. Use of Reasonable Force

10.1 There are circumstances where it is appropriate for staff at Hodge Clough Primary School to use reasonable / necessary force to safeguard pupils and maintain a safe and orderly environment. Reasonable / necessary force is defined as using no more force than is necessary to prevent harm or disruption.

10.2 Staff may use reasonable force to:

- Prevent pupils from committing an offence.
- Prevent pupils from causing harm to themselves or others.
- Prevent pupils from damaging property.
- Maintain good order and discipline within the school or during school activities.
- Conduct a lawful search for prohibited items, including knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, or pornographic materials.

10.3 All members of staff at Hodge Clough Primary School have the legal power to use reasonable / necessary force.

10.4 Before using reasonable / necessary force, staff must consider:

- The specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.

- Whether the use of force is proportionate to the situation.
- Alternative strategies to deescalate the situation wherever possible.

10.5 Any use of reasonable / necessary force will be recorded and reported to the Headteacher. Parents or carers will be informed when reasonable force has been used, with details of the incident and the actions taken.

10.6 All incidents that require the use of restraint are reported to Governors through governing body meetings.

10.7 All incidents that require the use of restraint are reported to parents/carers following the incident.

10.8 All incidents that require the use of restraint are logged and recorded.

10.9 Staff will receive appropriate training to understand when and how to use reasonable / necessary force effectively and safely. Regular updates will ensure that all staff remain confident in applying the policy in line with statutory guidance.

10.10 The Headteacher will monitor the use of reasonable / necessary force to ensure that it is applied fairly and consistently across the school

10.11 Records of incidents will be reviewed periodically to identify any patterns and to ensure compliance with statutory guidelines

11. Refusal and Defiance including running away from an adult

11.1 Refusal and defiance is seen as a breach of the behaviour standards and therefore, a sanction within the Behaviour Pathway will be proportionately applied if a child defies or refuses to follow a reasonable instruction by a member of staff.

11.2 In the event that a pupil runs out of a classroom, or attempts to run away from the school, without responding to an adult, then the school will attempt to contact the parent/carer immediately and request that they come into school at the earliest possible opportunity.

11.3 If a child runs from the classroom or school site, staff will make a measured and dynamic risk assessment that is centred around the safety of the pupil and others.

11.4 In the majority of circumstances, school staff will not chase pupils as this usually, but not always, heightens the risk of the child running into further danger. If this is to be the case, staff will observe from an appropriate distance and continue to risk assess the situation whilst holding communication via phone/walkie talkie.

11.5 In the event that a child attempts to leave the school site, the Headteacher, or in their absence the most senior member of staff, should be contacted immediately.

11.6 If a child leaves the school site, police will be contacted for the safety and wellbeing of the pupil.

11.7 After the event of a child leaving or attempting to leave the classroom, school site and/or refusing to follow instructions that have put their own and others' safety at risk, then a proportionate sanction will be given at the discretion of the Headteacher.

11.8 Hodge Clough Primary School prioritises following instructions given by members of staff with the upmost importance to ensure that members of the school community are kept as safe as possible at all times. A culture of refusal and/or defiance considerably heightens the risk of situations escalating and becoming unsafe. Pupils who refuse/defy instructions and reasonable requests given by adults in school will be dealt with seriously in-line with the schools Behaviour Pathway.

11.9 Pupils who defy/refuse to follow an instruction by a member of the senior leadership team will receive a sanction proportionate to the context and in-line with the behaviour pathway at the discretion of the Headteacher.

11.10 Pupils who defy/refuse to follow an instruction by the Headteacher, will receive a sanction proportionate to the context and in-line with the Behaviour Pathway at the discretion of the Headteacher.

11.11 The Headteacher reserves the right to issue any level of sanction for refusal/defiance in-line with the Behaviour Pathway after considering proportionality, intent and context including repeated offences.

12. Swearing and use of Inappropriate Language

12.1 Swearing and using inappropriate language in school is banned and is not tolerated.

12.2 Any instances of swearing will be managed through the Behaviour Pathway through a proportionate sanction in relation to the context of the incident.

12.3 Even though the use of inappropriate language is seen as an incident that is below the behaviour standards expected, there is a wider context of which staff should consider before a sanction is issued. This includes the intent of the swearing and whether this was used in an abusive nature towards another pupil/member of staff.

12.4 Incidents of swearing that were malicious and targeted towards other people will be seen as more serious incidents of swearing.

12.5 Swearing towards members of staff at school are not tolerated and will be dealt with the upmost seriousness.

12.6 The Headteacher reserves the right to give the sanction of a fixed term suspension or a permanent exclusion to pupils who verbally abuse members of staff after considering proportionality, intent, malice and context including repeated offences.

13. Bullying

13.1 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.

13.2 Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time.

13.3 Hodge Clough Primary School has a policy for preventing and addressing bullying.

Paragraph 32 of 'Keeping children safe in education, 2025' makes it clear that It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

13.4 Any suspected bullying will be investigated. After investigation, it must be reported on CPOMS.

13.5 The Headteacher will report any substantiated and unsubstantiated cases of bullying to governors at least 3 times a year.

14. Malicious allegations

14.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and pupil(s) involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a pupil being suspended or permanently excluded from the school.

15. Conduct beyond the School

15.1 In general terms, if a pupil is in uniform and they are on their way to or from school then they should behave sensibly and respectfully. If pupil conduct outside the school falls below an acceptable standard, sanctions can be issued, and poor behaviour will be challenged at the discretion of the Headteacher, or staff authorised by the Headteacher in conjunction with DfE Guidance.

15.2 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips/experiences. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

15.3 The headteacher reserves the right to redact the ability for children to walk to school unsupervised if there is a risk to their or others' safety.

15.4 It is parental responsibility of primary aged children to ensure that they are well-behaved outside of school hours including on their way to and from school.

16. Behaviour at Playtimes

16.1 Children are expected to follow the same behaviour policy at playtimes. There are identified members of staff 'on duty' at playtime. Any adult 'on duty' are to be in the playground before the children.

16.2 Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness.

16.3 Adults will use positive language when talking to children about problems or conflicts.

16.4 In the event of a fall out or disagreement between pupils, adults will give all parties the chance to speak before deciding if any sanctions are necessary.

16.5 At the end of playtime, adults will blow the whistle once to remind children to stand still on the playground.

16.6 On the second whistle, children will walk silently to their class line ready to enter the classroom. Inside school, children follow our Corridor Behaviour Expectations: Silent, Sensible, Safe

16.7 Sanctions at playtime are as follows. Examples from classroom Behaviour pathway can be similarly applied:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Staff	No communication required.
Stage 2	Change of scene	A change of position to a different area of the playground	All Staff	.No communication required.
Stage 3	Loss of Time	Pupil required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation. Class Teacher to be informed	All Staff	Communication not typically required unless behaviour persists

Stage 4	Further Loss of Time	Pupil misses all of playtime and required to stand away from others with the member of staff on duty. Class Teacher to be informed.	All staff	Class Teacher to be informed. CPOMS depending on nature / severity of incident
Stage 5	Sent to SLT	Pupil sent inside to a member of the Senior Leadership Team.	Senior Leader	Class Teacher informed Phone call to parents to explain the situation.
				CPOMS

16.8 A pupil can escalate through the stages or can be given an instant Stage 5 for more serious behaviour. Serious behaviour should be in-line with the guidance set in Appendix 2.

17. Lunchtimes

17.1 Children are expected to follow the same behaviour policy during lunchtimes – lunchtimes are covered by school staff and Lunchtime Organisers who know the children and have relationships with them. This should support the behaviour at lunchtimes as staff will be aware children's individual needs and strategies to support them.

17.2 The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour. Examples from classroom Behaviour pathway can be similarly applied. Any reminders given need to be shared with the class teacher.

17.3 In some cases, individuals may have lunchtimes inside school to help support their needs. .

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Lunchtime Staff	No communication required.
Stage 2	Removal	A change of position to a different area of the playground or dining hall.	All Lunchtime Staff	No communication required.
Stage 3	Loss of Time	Pupil required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Lunchtime Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Pupil misses 15 minutes of lunchtime and required to stand away from others. CPOMS depending on nature / severity of the incident	Senior Lunchtime Organiser	Class Teacher to be informed.
Stage 5	Sent to SLT	Pupil sent to Senior Leadership or a member of the pastoral staff for a reflection. Miss rest of lunchtime and any other appropriate sanction based on the context. CPOMS	Senior Leadership Team	Phone call to parents to explain the situation.

17.4 A stage 5 may be given as a culmination of previous stages or may be given as an immediate consequence.

17.5 The Headteacher and delegated members of staff, may issue a further stage or consequence after reviewing behaviour incidents at lunchtime.

18. Breakfast Club **18.1** Breakfast club and after school clubs are 'optional extras' where good conduct is necessary. If this is not maintained, then a student's place could be withdrawn. Staff running the clubs use the school rules.

19. Walking around school

19.1 Children are supervised as they move around the building as a class, and are accompanied to and from classrooms, the hall and the outdoor play areas. However, we do expect that children can move around the school without supervision.

19.2 When moving around the school's corridors / communal areas, pupils are expected to adhere to the '**3S's**' – **Silent, Sensible and Safe**. This does not include time in the dinner hall, but it does include movement around the school's corridors / communal areas including at break time and lunchtime.

19.3 School staff will take a sensible approach to instilling expectations around corridors and shared spaces. This will be in-line with the Behaviour Pathway if required.

19.4 Children are expected to walk on the left hand side of the corridor- so as to ease congestion, aid safety and avoid the risk of harm.

19.5 The following behaviours are unacceptable and will be challenged immediately by any member of staff who witnesses it.

- Pushing
- Shouting
- Running

Appendix 1: The Behaviour Pathway

Stage	Description	Actions	Responsibility	Communication to Parents
Pre Stage	General Expectation Reminder	Teachers and adults will remind all pupils at the start of each lesson about expectations. .	Staff	No communication required.
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	Staff	No communication required.
Stage 2	Classroom Based Sanction	A change of position in the classroom or learning area to allow reflection.	Staff	Communication not typically required unless behaviour persists.
Stage 3	Loss of Time at Morning Break or Lunchtime	Reflection task completed. Student misses 5 minutes of playtime with a reflective conversation with staff.	Class Teacher	Inform parents via informal communication (e.g., quick chat/phone call).
Stage 4	Further Loss of Time at Morning Break or Lunchtime	Reflection task completed. Student misses all playtime .	Class Teacher	Inform parents with a formal email or phone call.
Stage 5	Internal Supervision – one or more lunchtime	Student supervised by pastoral staff / SLT for one or more lunchtimes	Pastoral staff / Senior Leadership Team (SLT)	Phone call to parents to explain the situation and next steps. Incident logged on CPOMS
Stage 6	Internal Supervision – half or full day	Student supervised in a separate room / different room, away from their own class by pastoral staff / SLT for a half day or a full day	Senior Leadership Team (SLT)	Phone call and followup written notice to parents. Incident logged on CPOMS

Stage 7	Short Fixed Term Suspension (12 Days)	Headteacher or delegate determines suspension.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents. Incident logged on CPOMS
Stage 8	Longer Fixed Term Suspension (34 days)	Longer suspension period decided by the Headteacher.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents. Incident logged on CPOMS
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher.	Headteacher	Formal written notification and legal processes followed. Incident logged on CPOMS

Amended Behaviour Pathway for Breaktimes:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Staff	No communication required.
Stage 2	Change of scene	A change of position to a different area of the playground	All Staff	.No communication required.
Stage 3	Loss of Time	Pupil required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation. Class Teacher to be informed	All Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Pupil misses all of playtime and required to stand away from others with the member of staff on duty. Class Teacher to be informed.	All staff	Class Teacher to be informed. Class Teacher makes phone call to parents to explain the situation CPOMS depending on nature / severity of incident
Stage 5	Sent to SLT	Pupil sent inside to a member of the Senior Leadership Team.	Senior Leader	Class Teacher informed Class Teacher makes phone call to parents to explain the situation. CPOMS

Amended Behaviour Pathway for Lunchtimes:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Lunchtime Staff	No communication required.
Stage 2	Removal	A change of position to a different area of the playground or dining hall.	All Lunchtime Staff	No communication required.
Stage 3	Loss of Time	Pupil required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Lunchtime Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Pupil misses 15 minutes of lunchtime and required to stand away from others.	Senior Lunchtime Organiser	Class Teacher to be informed. Class Teacher makes phone call to parents to explain the situation CPOMS depending on nature / severity of the incident
Stage 5	Sent to SLT	Pupil sent to Senior Leadership or a member of the pastoral staff for a reflection. Miss rest of lunchtime and any other appropriate sanction based on the context.	Senior Leadership Team	Phone call to parents to explain the situation. Class Teacher makes phone call to parents to explain the situation CPOMS

Appendix 2: Behavioural incident categorisation**Disclaimer**

This framework is intended as a guide to help staff understand and manage behaviours in a fair and consistent way. However, every incident will be assessed individually, taking into account the age, developmental stage, and specific needs of the child, as well as the context of the behaviour. Sanctions may therefore be applied differently in certain situations to ensure that responses are proportionate and support the child's overall development. The terminology for each sub-section is for adults and will not be consistently shared with children, e.g. gross misconduct.

1. Low-Level Disruption

Minor behaviours that disrupt learning or routines, typically addressed by teachers through classroom management strategies and restorative conversations.

Examples include:

- Talking or calling out during lessons.
- Distracting others during learning (e.g., tapping, playing with objects, making noises).
- Not following instructions promptly or appropriately.
- Fidgeting or moving around unnecessarily during quiet times.
- Minor defiance (e.g., refusing to sit in an assigned seat).
- Interrupting adults or peers when speaking.
- Throwing small objects (e.g., erasers or paper) without malicious intent.
- Littering or not tidying up after activities.

2. Persistent Disruption

Repeated low-level behaviours that negatively impact learning, routines, or the classroom environment, requiring escalation beyond initial reminders. Typically addressed by teachers through classroom management strategies and restorative conversations.

Examples include:

- Consistent refusal to follow instructions from staff.
- Regularly not completing work or avoiding tasks during lessons.
- Ongoing disruption of the class, such as constant talking or distracting peers.
- Continued failure to follow classroom rules or routines (e.g., lining up quietly, walking in corridors).
- Repeatedly using inappropriate language (not targeted but still unacceptable).
- Interrupting learning during assemblies or school events.
- Walking away from an adult in defiance

3. Serious Misconduct

Behaviours that harm others, disrupt the school community, or damage property, requiring immediate intervention and potentially significant sanctions.

Examples include:

- Incidents of swearing that are malicious and targeted towards other people will be seen as more serious incidents of swearing.
- Persistent bullying, including name-calling, exclusion, or physical intimidation.
- Use of discriminatory language or actions (e.g., racist, sexist, or homophobic remarks).
- Deliberately damaging school property or others' belongings (e.g., breaking pencils, scribbling on walls).
- Stealing items from peers, staff, or the school.
- Fighting or physically hurting others (e.g., hitting, kicking, biting).
- Threatening or aggressive behaviour toward peers or adults.
- Dangerous actions, such as running out of the school grounds.
- Using school devices to access inappropriate content.
- Repeated defiance of adult instructions in a way that endangers others.

4. Gross Misconduct

Behaviours that endanger the safety of others or involve serious breaches of school rules, requiring immediate action by senior leaders and possible external involvement.

Examples include:

- Repeated incidents of bullying or physical aggression despite interventions.
- Bringing or threatening to bring dangerous objects to school (e.g., knives, sharp objects).
- Deliberate acts of violence that cause harm or distress.
- Persistent and serious discriminatory behaviour or harassment.
- Dangerous behaviour that risks the safety of others, such as tampering with fire alarms or locking doors.

- Bringing inappropriate or harmful materials to school (e.g., matches, fireworks).
- Intentionally leaving school premises without permission.
- Repeated incidents of theft or vandalism.
- Repeated instances of dangerous actions, such as running out of the school grounds.

Appendix 3: Implementation Guidance for Staff

At Hodge Clough Primary School, consistency and clarity in implementing the Behaviour Policy are essential to fostering an environment where all children feel safe, respected, and able to thrive. This section provides practical guidance for staff to ensure the Behaviour Policy is applied fairly and effectively across the school.

General Principles

- **Consistency:** All staff must apply the Behaviour Policy uniformly to ensure predictability for children and fairness in its execution.
- **Language:** Clear and simple. Do not rephrase same message.
- **Modelling:** Staff are expected to model the school's values of Pride, Happiness, Excellence, Attitude, Respect, Togetherness in their daily interactions with pupils, parents, and colleagues.
- **Calm and Assertive Approach:** Interactions with children should be calm, respectful, and assertive, ensuring de-escalation where needed and fostering a positive learning environment.
- **Positive Reinforcement:** Focus on recognising and celebrating good behaviour to encourage positive choices.

2. Establishing Expectations

Daily Reminders: At the start of each day and lesson, staff should remind pupils of the school's behaviour rules: **Ready**

Come to school prepared to learn, listen, and engage with your teachers and classmates. This includes:

- Arriving on time
- Having the right materials,
- Showing a positive attitude toward learning.

Respectful

- Be respectful towards staff, peers, and the learning environment.
- Use kind words
- Listening to others
- Following instructions
- Value differences. . **Safe**

Make choices that protect themselves and others—both physically and emotionally. This includes:

- Following school rules
- Using equipment appropriately and treating others with kindness.

Visual Prompts: Ensure behaviour rules and value statements are prominently displayed and referenced regularly in the classroom.

Consistency in Language: Use clear and consistent language when addressing behaviour, ensuring pupils understand the expectations and consequences.

Preventative Strategies

- **Positive Relationships:** Build strong, trusting relationships with pupils to foster respect and mutual understanding.
- **Proactive Classroom Management:**
 - Use seating plans to minimise potential disruptions.
 - Establish and maintain routines for transitions and activities.
 - Provide clear instructions and check for understanding before beginning tasks.
- **Engagement:** Deliver engaging lessons tailored to meet the diverse needs of pupils to minimise off-task behaviour.

Addressing Behaviour

Low-Level Disruptions

- **Non-Verbal Cues:** Use eye contact, gestures, or proximity to redirect behaviour discreetly.
- **Verbal Reminders:** Provide calm, firm, and specific verbal reminders of expectations (e.g., "Please remember to listen while others are speaking").
- **Reflection Opportunities:** Offer pupils a brief opportunity to self-regulate before escalating consequences.

Escalation Pathway

Follow the Behaviour Pathway outlined in the policy, ensuring:

- Sanctions are applied clearly and proportionately.
- Reflection tasks are completed, and restorative conversations take place promptly.
- Parents are informed at the appropriate stage to maintain a collaborative approach.

De-Escalation Techniques

- Speak calmly and slowly to defuse heightened emotions.
- Allow the pupil space to calm down if they appear upset or overwhelmed.
- Avoid confrontational body language or tone.
- Reassure the pupil of the opportunity to reset and improve.

Restorative Practices

- **Reflection Conversations:** Use structured discussions to help pupils understand the impact of their behaviour and how to make better choices in the future. Suggested questions include:
 - What happened?
 - How did it affect others?
 - What could you do differently next time?
- **Repairing Relationships:** Encourage pupils to apologise and take responsibility for their actions where appropriate.
- **Reinforcement of Values:** Link discussions back to the school's values of Growth, Standards, Attitude, and Pride.

Supporting Pupils with Additional Needs

- **Reasonable Adjustments:** Where necessary, adapt behavioural expectations and responses to meet the needs of pupils with SEND, as outlined in their Individual Behaviour Plans (IBPs) or EHCPs.
- **Specialist Support:** Collaborate with the SEND team, pastoral staff, and external agencies to provide targeted interventions.
- **Regular Reviews:** Monitor and evaluate the effectiveness of strategies for pupils with additional needs, involving parents and carers as partners.

Monitoring and Reflecting

- **Behaviour Logs:** Record incidents accurately and promptly on the school's behaviour management system.
- **Self-Reflection:** Regularly reflect on personal approaches to behaviour management and seek support or training where needed.
- **Collaboration:** Share challenges and strategies with colleagues in staff meetings or CPD sessions to ensure continuous improvement.

By embedding these practices into daily routines, staff will contribute to a positive and inclusive culture at Hodge Clough Primary School, ensuring all pupils can excel and reflect the values of Pride, Happiness, Excellence, Attitude, Respect and Togetherness

Appendix 4: Rights and Responsibilities of Stakeholders

This document outlines the rights and responsibilities of all key stakeholders in the school community, ensuring a collective commitment to upholding high standards of behaviour and fostering a positive environment for learning and growth.

Pupils

Rights	Responsibilities
To feel safe, respected, and valued within the school community.	To respect the rights of others and contribute to a positive school environment.
To receive a high-quality education that meets their needs.	To actively participate in their learning and follow school rules.
To express their views and opinions in an appropriate and respectful way.	To listen to others and communicate respectfully.
To access support when they need it for academic or personal issues.	To seek help when needed and use the support provided responsibly.

Staff

Rights	Responsibilities
To work in a safe and respectful environment.	To model high standards of behaviour and professionalism.
To be supported by leaders and colleagues in their role.	To collaborate with others and support the school's values and policies.
To access ongoing professional development and resources.	To deliver high-quality teaching and learning experiences.
To be treated with dignity and respect by all members of the community.	To treat pupils, colleagues, and parents with respect and fairness.

Leaders

Rights	Responsibilities
To lead with authority and be supported by the school community.	To provide clear vision, direction, and support for staff and pupils.
To have access to resources and training to drive school improvement.	To ensure the implementation and consistency of school policies.
To work in an environment where their decisions are respected.	To make decisions that are fair, transparent, and in the best interest of pupils.
To receive constructive feedback and professional respect.	To listen to feedback and model reflective leadership practices.

Parents

Rights	Responsibilities
To be informed about their child's progress and behaviour.	To engage positively with the school and support their child's education.
To feel welcomed and valued as part of the school community.	To communicate respectfully with staff and support school policies.

To raise concerns and have them addressed fairly and promptly.	To approach concerns constructively and work collaboratively with the school.
To be involved in their child's educational journey.	To ensure their child attends school regularly and is ready to learn.

Appendix 5: Supportive Measures at Stage 1 – Supporting the pupil to improve

Type of Behaviour	Possible Support
Calling out <i>This is when a pupil speaks out loud during a lesson without being asked or without permission from the teacher. It interrupts the flow of the lesson and can distract both the teacher and classmates</i>	• Stay calm and neutral Use non-verbal cues first • Reminder of expectations, focusing on the desired behaviour Pre-empt before it happens, before discussion, 'remember we raise our hand if we want to speak' • Use positive reinforcement • Provide structured turn taking • Use restorative questions – 'how can we let others have a chance to talk too' • Use private signals or check ins – develop a silent hand signal with the pupil as a reminder when they call out too often • Encourage – think, pair, share

Talking during lesson time <i>This refers to pupils' having side conversations with peers during lesson time when they should be focused on the teacher's instructions or classwork. These conversations disrupt learning and distract others.</i>	• Set clear, simple expectations Rehearse and model what 'listening time' looks & sounds like • Pre warn & prompt positively • Use a 'quiet countdown' "when I count to 3, I need everyone's voices off and eyes on me" Use non – verbal signals – teach chn to respond when they see your hand up • Proximity & eye contact • Praise the children who are showing positive behaviours • Give pupils an opportunity to talk – controlled without using focus • Teach and practice active listening skills • Redirect • Whole class reminder of expectations e.g. 'I would be very happy if every could show me 'desired behaviour' • Remind individual(s) of expectations • Be curious, does the child need support to engage?
Hesitant to start/complete work <i>This refers to when a pupil shows reluctance, delays, or avoids beginning or finishing assigned tasks during lesson time. This behaviour can slow down their own progress and affect the overall pace of the class.</i>	• Praise the children who are showing positive behaviours • Give the whole class clear instructions of what is expected e.g., 'everyone should have started their work, you should be 'explicitly what they should be working on'. If you need help please raise your hand' • Give the pupil individual support and offer help where needed
	• Give pupil(s) tools to be able to continue independently • Break tasks into small steps • Offer support to begin ' here's how you can begin, let's do the first part together' or share a modelled expectation • Give encouragement & celebrate effort • Use a timer or 'work buddy' • Check for understanding or barriers to learning • Use positive peer models

Defiance, not following adult instructions <i>Defiance is when a student deliberately refuses to follow instructions or comply with requests from staff. It involves a conscious choice to challenge authority and disrupt the learning environment.</i>	• Stay calm and neutral – avoid ‘power struggles – keep your tone calm and even’ • Give clear, simple and positive instructions – focus on desirable behaviours, given take up time • Use “When...then... statements – when you finish your writing, then we/you can • Acknowledge feelings but maintain limits • Use non-verbal signals
Interventions to manage low level behaviours Inclusion Diaries Time to talk with Teacher Time for Me and You Meet and Greet	

Appendix 6: Guidance on Restorative Questions

This appendix provides guidance to staff on using restorative questions as part of a whole-school approach to behaviour management. Restorative practices aim to resolve conflicts, repair relationships, and promote a positive school culture where all stakeholders feel respected and valued.

What are Restorative Questions?

Restorative questions are open-ended and non-judgmental prompts designed to:

- Encourage reflection and accountability.
- Support individuals in understanding the impact of their actions.
- Foster constructive communication and problem-solving.

Principles of Restorative Practice

- **Respect:** Create a safe space where all voices are heard.
- **Responsibility:** Encourage individuals to take ownership of their actions.
- **Repair:** Focus on repairing harm and rebuilding trust. • **Reintegration:** Help individuals return to the school community positively.

Restorative Questions for Different Scenarios 1.

Questions for the Person Who Caused Harm:

- What happened?
- What were you thinking at the time?
- How do you think your actions affected others?
- What do you think needs to happen to make things right?
- How can you make sure this doesn't happen again?

2. Questions for the Person Who Was Harmed:

- What happened from your perspective?
- How did this make you feel?
- What has been the hardest part for you?
- What do you need to feel better or move forward?

3. Questions for Observers or Witnesses:

- What did you see or hear?
- How do you feel about what happened?
- What do you think should happen next?

Practical Steps for Using Restorative Questions

1. Prepare the Environment:

- Find a neutral, quiet space for the conversation. ○ Ensure all participants feel safe and comfortable.

2. Set Ground Rules:

- Encourage respectful communication (e.g., no interruptions or raised voices).
- Remind participants of the goal: to resolve conflict and repair harm.

3. Facilitate the Discussion:

- Use restorative questions to guide the conversation.
- Actively listen and validate emotions without taking sides.

4. Agree on Next Steps:

- Develop a plan for repairing harm (e.g., apologies, restitution).
- Set clear expectations for future behaviour.

5. Follow Up:

- Check in with all parties to ensure the resolution is effective and relationships are improving.

Tips for Effective Restorative Conversations

- Stay calm and neutral.
- Focus on the behaviour, not the person.
- Be patient; some issues may require multiple conversations. • Keep notes to document agreements and follow-up actions.

When to Use Restorative Practices

Restorative questions can be used in various situations, including:

- Resolving peer conflicts.
- Addressing disruptive behaviour.
- Supporting pupils struggling with relationships or emotional regulation.
- Reintegrating pupils after disciplinary actions.



Appendix 7: Behaviour Tracking Sheet (available on Staff site and shared area)

Behaviour Tracking Log

Class:

Teacher:

Week beginning:

[illegible]

Appendix 8 – The Behaviour Framework

Our BEHAVIOUR FRAMEWORK

The Four Pillars

RULES	ROUTINES	REWARDS	RESPONSES
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Establish clear expectations to create a safe, respectful and inclusive environment where pupils are ready to learn. Rules guide behaviour, set boundaries and promote accountability for positive choices EXPECTATIONS BOUNDARIES NON-NEGOTIABLES CLARITY	Provide consistency and structure to help children feel secure and focused. Predictable routines build positive habits and ensure smooth transitions throughout the day CONSISTENCY PREDICTABILITY HABITS CALMNESS	Celebrate achievements to motivate and inspire, Recognition reinforces positive behaviour and encourages pride, positive attitudes and a pursuit of excellence RECOGNITION INCENTIVES PRAISE REINFORCEMENT	Address behaviour constructively with reflection and guidance. Proportionate consequences and support promote accountability and help restore relationships. CONSEQUENCES REFLECTION GUIDANCE SUPPORT
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Appendix 9 – Policy Links to Values

Policy Value Links

Policy Name:	Behaviour Policy
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Our School Vision

Our strategic vision is rooted in the belief that every child can achieve great things when given the right support, challenge and opportunity, and that children must be placed firmly at the HEART of every decision we make. At Hodge Clough, our motto is “Kind Hearts, Ambitious Minds, Striving for Excellence”. Our core value of Pride, alongside our other values: Happiness, Excellence, Attitude, Respect and Togetherness (HEART) shape the culture of the school and articulate the standards we expect for, and from, every member of our community. We aim to create a school filled with warmth, kindness and ambition, where children feel happy, valued, safe and inspired to learn. We foster positive attitudes, high expectations and a commitment to personal excellence, ensuring pupils develop confidence, resilience and a deep belief in their own potential. Through respect, empathy and togetherness, we build a strong sense of community in which every child belongs, every voice is heard and every success is celebrated. Our vision provides a clear moral purpose and strategic direction: to ensure that every child thrives academically, socially and emotionally and leaves Hodge Clough proud of who they are and what they can achieve.

At Hodge Clough, we take **PRIDE** in who we are and have children at the **HEART** of all we do.

Values	Links to this policy
PRIDE	Reward systems and recognition programs celebrate achievements and contributions, fostering a sense of pride in individual and collective accomplishments. The policy supports a respectful and inclusive school culture where everyone feels valued.
HAPPINESS	Reward systems, routines, and behaviour expectations prioritise children's wellbeing and enjoyment of school. Positive relationships, consistent praise, and engaging learning experiences help every child to feel happy, safe, and motivated. The policy promotes happiness through celebration, kindness, and a sense of belonging — ensuring school is a place where children thrive socially, emotionally, and academically.
EXCELLENCE	Clear and consistent expectations for behaviour are outlined, reinforcing high standards for pupils and staff. The Behaviour Pathway ensures all actions reflect the school's commitment to excellence and fairness.
ATTITUDE	The Behaviour Policy emphasises opportunities for children to reflect, learn, and improve their actions, fostering personal development and resilience. Mistakes are seen as opportunities for growth, aligning behaviour with long-term success.
RESPECT	The policy encourages respectful communication, collaboration, and mutual support. It cultivates empathy and responsibility, ensuring children understand the impact of their actions and make positive choices
TOGETHERNESS	Behaviour expectations and recognition systems foster teamwork, collaboration, and mutual support. Routines and shared rewards build unity and collective pride, reinforcing the belief that “together, we are stronger.” The policy promotes a caring school community where everyone contributes to shared success, takes responsibility for one another, and celebrates achievements as a team.

Appendix 10 – The HCP Way - Hodge Clough Behaviour and Character Curriculum

Introduction

At Hodge Clough, we develop children's character through the 'HCP Way' Behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. Our Behaviour and Character Curriculum reflects our core value of Pride along with our HEART Values - Happiness, Excellence, Attitude, Respect and Togetherness. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

Teaching the Behaviour and Character Curriculum

The curriculum is taught explicitly to the children (usually during the first 2 weeks in Autumn term, alongside the traditional National Curriculum subjects). Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'HCP Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year.

Aims

At Hodge Clough Primary School we aim to:

Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.

Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.

Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions.

Ensure that all individuals at Hodge Clough Primary School are treated fairly and shown respect.

Provide clarity for staff and students about acceptable behaviour.

Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school.

Ensure that excellent behaviour is a minimum expectation for all

The process for teaching behaviour explicitly is as follows :

Identify the routines you want to see

Communicate in detail your expectations

Practise the routines until everyone can do them

Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach effectively.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Curriculum Content:

The Fifteen Fantastics

Lesson 1: Fantastic Respect

Lesson 2: Fantastic Playtimes

Lesson 3: Fantastic Lunchtimes

Lesson 4: Fantastic Focus

Lesson 5: Fantastic Assemblies

Lesson 6: Fantastic Classrooms

Lesson 7: Fantastic Uniform

Lesson 8: Fantastic Arriving at School

Lesson 9: Fantastic End of Day Routine

Lesson 10: Fantastic Resilience

Lesson 11: Fantastic Walking

Lesson 12: Fantastic Speaking

Lesson 13: Fantastic Awareness of Bullying

Lesson 14: Fantastic Responsibility

Lesson 15: Fantastic Presentation in Books

The Fifteen Fantastics

Fantastic Respect

Speak to everyone with kindness
Use appropriate language
Say please, thank you and you're welcome
Stand to the side, hold doors open for adults and children
Say good morning and good afternoon
Make new adults and students feel welcome
Look after equipment inside and outside the classroom

Fantastic Playtime Behaviour

Responsible for equipment
Organise games fairly
Care for younger children
Kindness to everyone
Stand still and silent on the first whistle
Line up silently on the second whistle
Talk to people with respect

Fantastic Lunchtime Behaviour

Always tidy your table space
Show good manners to lunchtime staff
Responsible for equipment
Organise games fairly
Care for younger children
Kindness to everyone
Stand still and silent on the first whistle
Line up silently on the second whistle
Talk to people with respect

Fantastic Focus

Always sit up straight
Track the speaker
Never interrupt
Join in discussions politely

The Fifteen Fantastics

Fantastic Assemblies

- Sit cross-legged with a straight back and hands still
- Face the assembly leader and face forwards with eyes on the speaker
- Sit in silence unless asked to contribute
- Use silent hands-up to contribute
- Give sensible, well thought out and respectful contributions when asked.

Fantastic Classrooms

- If the adult raises one hand (flat palm): we stop talking and stop what we are doing, instantly; anything in our hands is put on the table; we raise our hand too
- The adult says 1 - we stand
- The adult says 2 - we move to where we should be (on the carpet / in the line)
- The adult says 3 - we sit or we move to another destination
- Ensure 6 feet on the floor; Tummy Near Table (TNT); Bottoms in the Back of Chair (BBC)

Fantastic Uniform

Grey trousers or skirt
White blouse or polo shirt
Navy blue cardigan or sweatshirt
Royal blue cardigan or sweatshirt
for Year 6
Black school shoes, dark or white
socks / tights.
PE kit: royal blue PE t-shirt, navy or
black PE shorts and black pumps.
Long hair tied back
No jewellery

Fantastic Arriving At School

Quiet, calm and tidy cloakrooms.

Staff and children greet each other with "Good morning!" and a smile.

Sit down as soon as you enter the classroom.

Complete morning task in silence.

The Fifteen Fantastics

Fantastic End of Day Routine

Stay calm, quiet and seated
until the adult lets you go
home

Chair up on table

Only leave the classroom
when you are told to

Fantastic Resilience

Learn to have a positive outlook
on life

Have a support network around
you

Learn from past mistakes

Bounce back stronger

Learn to be mentally strong

Ask for help and advice

Fantastic Walking

Straight lines only

Hands by your side

Only face forward

Keep lips closed

Keep in your line order

Fantastic Speaking

Speak in full sentences

Hand away from mouth

Articulate - be clear

Project - use a clear voice

Eye contact

The Fifteen Fantastics

Fantastic Awareness of Bullying

Standing by and not getting help

**Hurting someone else on purpose
(physical, emotional, verbal)**

Again and again

Leaving people out of games

**Talk about someone behind their
back**

Fantastic Responsibility

**Be ready to learn - reading book in school / equipment
ready and well cared for**

**Demonstrate our values - Pride, Happiness, Excellence,
Attitude, Respect, Togetherness**

Make good choices that keep you and others safe

Tell the truth

Manage your own emotions and actions

Accept you are wrong if you are, and show you are sorry

Look after younger children - we are a family!

Complete homework on time

Keep your desk and classroom tidy

Fantastic Work in Books

**Maths - one number in one
square**

**Write the date and stick in your
Header**

**Dates underlined with a ruler (Y2
upward)**

**Always use your neatest
handwriting**



*Please see our website for full
PowerPoint version of the Behaviour and
Character Curriculum*