



Kind Hearts, Ambitious Minds, Striving for Excellence

HODGE CLOUGH PRIMARY SCHOOL

Behaviour Policy

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Control Sheet

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Hodge Clough Behaviour Rules

Be Ready

Be Respectful

Be Safe



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.

2. 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.

3. 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.

Our core value of Pride, alongside Happiness, Excellence, Attitude, Respect and Togetherness (HEART), shapes the culture of our school and articulates the standards we expect for and from every member of our community.

We take pride in who we are, nurturing confident learners who value themselves, others and their achievements.

At Hodge Clough, our motto "Kind Hearts, Ambitious Minds, Striving for Excellence" underpins all that we do.

We are committed to creating a school filled with warmth, kindness and ambition, where every child feels happy, valued, safe and inspired to learn. We recognise and celebrate each child as an individual, ensuring that the most able are stretched, the least confident are supported, and all pupils are encouraged to fulfil their potential academically, socially and emotionally.

Through high expectations, positive attitudes and a strong commitment to personal excellence, we develop pupils' confidence, resilience and belief in themselves. Guided by respect, empathy and togetherness, we foster a strong sense of community in which every child belongs, every voice is heard and every success is celebrated, enabling pupils to grow into caring, respectful young people who make a positive contribution to school life and beyond.

4. 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.

5. 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.

6. 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

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.

8. The Behaviour Framework

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.

9. National Minimum Expectations of Behaviour

9.1 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.
- Taking a whole-school approach to behaviour management.
- Embedding a comprehensive school behaviour curriculum (Appendix 13).

9.2 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.

9.3 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

10. Roles and Responsibilities

10.1 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

10.4 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.

10.5 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.

10.6 All staff:

- To make students aware of the expectations which promote positive behaviour
- To ensure our rules are embedded into every part of the school day;
- To use the opportunities available to actively teach and promote good behaviour;
- To use the systems for rewards and sanctions as consistently and fairly as possible;
- To liaise with other staff, parents and outside agencies where appropriate regarding individual students;
- To present as a good/positive role model, particularly in terms of dress code, punctuality and a positive approach.

10.7 Classroom 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
- Teach the school's Behaviour Curriculum
- Have a well-planned environment so that students can move easily, can find and self-access resources, promote respect for property etc.
- Consider strategic seating arrangements for students when working on the carpet or at a table
- Develop a positive relationship with pupils, which might include:
 - Meet and greets
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - 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.

10.8 Lunch Time Supervisors/Other Staff (including Supply Teachers, Visiting Specialists, Students on placement) will:

- Be aware of and implement the school's behaviour policy where it applies to lunch times
- Use the opportunities available to promote good behaviour
- Use systems for rewards and sanctions as consistently and fairly as possible
- Liaise with the Headteacher and class teachers regarding individual students when necessary;
- Be part of a team approach

10.9 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

10.10 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.
- Actively engage with the school's Behaviour Curriculum
- 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
- Report grievances against other children to a member of staff, who will take appropriate action

11.Hodge Clough Behaviour Rules

11.1 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.

11.2 Our three core rules —Ready, Respectful, and Safe— are of a broad and general nature and apply to many situations to ensure children can learn and reach their full potential. These rules are referred to regularly and reinforce the behaviour which the school values.

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, appropriate language, 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.

11.2 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. They should follow a Rights and Respecting structure. These may be modified each term if the Class Teacher feels appropriate.

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

12. Acceptable and Unacceptable Behaviour

12.1 Acceptable Behaviour

At Hodge Clough Primary we expect all pupils to:

- Always be polite and courteous to all people.
- Show respect and consideration for others.
- Take turns and behave fairly in all situations.
- Behave sensibly and cooperatively and move around the school in a sensible and quiet manner.
- Keep the school clean and tidy.
- Look after school property, their own property and that of others.
- Listen to others and try to understand their point of view.
- Let everyone get on with their work, including the staff.
- Complete all activities to the best of their ability.

12.2 Unacceptable Behaviour

At Hodge Clough Primary the following behaviour is unacceptable:

- Behaviour which disrupts a group or class activity and prevents others from learning.
- Behaviour which shows disregard for property.
- Physical or verbal bullying.
- Use of rude or abusive language.
- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others on the grounds of race, culture, gender or ability
- The playing of rough or dangerous games
- LGBT phobia

12.3 All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is unacceptable. This is most likely to include, but may not be limited to:

- Bullying (including online bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.
- LGBT phobic verbal abuse

(Keeping Children Safe in Education, 2025)

13. Sexually Harmful Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. Staff have safeguarding training and must read the school's safeguarding policy to become aware of the signs and risk factors associated with HSB and follow the school's safeguarding procedures. When dealing with incidents of HSB, the safeguarding team will use the Hackett continuum to assess the response needed.

As a preventative measure, HSB is addressed at an age-appropriate level through the school's Relationships Education, Health Education and PSHE curriculum.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our safeguarding policy for more information.

14. Refusal and Defiance including running away from an adult

14.1 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 always kept as safe as possible. 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 school's Behaviour Pathway.

14.2 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.

14.3 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.

14.4 In most circumstances, school staff will not chase pupils as this usually, but not always, heightens the risk of the child running into further danger. If a child leaves the school site, parents and police will be contacted for the safety and wellbeing of the pupil. Staff to follow at a safe distance, if possible.

14.5 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.

14.6 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.

14.7 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.

15. Swearing and use of Inappropriate Language

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

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

15.3 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.

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

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

15.6 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.

16. Bullying

All forms of bullying are unacceptable, and the school will investigate and respond to any claims and act where these can be reliably substantiated. (Please see anti-bullying policy for further details)

16.1 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.

16.2 Bullying is:

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

16.3 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: 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.

16.4 The school will investigate incidents of alleged bullying, and where evident will apply suitable sanctions. After investigation, it must be reported on CPOMS. Additionally, the school may make a referral to support agencies regarding all parties and to the police who may be contacted independently of the school by families.

The academy will initiate an intervention programme for any student who has been confirmed as bullied or has bullied. These will be delivered by support staff and may include restorative practice.

At Hodge Clough all staff get to know the students well and expect to support their friendship problems as and when they arise. All pupils are encouraged to talk to their teachers when they have a concern and through assemblies and RSHE lessons, they learn that if a pattern of unkind behaviour begins to emerge, they **must** speak out. They also learn that if they know bullying is happening and don't act to prevent it, then they share some responsibility for the hurt the victim is feeling.

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

17. Malicious allegations

17.1 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.

18. Rewards and Reward Systems

18.1 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. To achieve this, we understand that rewards and consequences must be consistently applied by all adults.

18.2 At Hodge Clough, good behaviour is the expectation not the exception. We acknowledge good behaviour in all its forms in a variety of ways: we recognise and reward learners who meet and 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 and in school 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 High level of positive engagement in lesson Demonstrating an example of adherence to our School Rules (Re Ready, Be Respectful, Be Safe) or Behaviour Curriculum Completing homework set to a good standard Demonstrating a generally positive behavioural action	Verbal praise, alongside 1 - 3 Dojos / a sticker / classroom rewards / referral to another adult in school for praise / stickers
Pupil has earned 50 Dojos Pupil has achieved 150 Dojos Pupil has earned 250 Dojos Pupil has earned 400 Dojos Pupil has earned 600 Dojos Pupil has earned 800 Dojos	Bronze Dojo Award Silver Dojo Award Gold Dojo Award Ruby Dojo Award Emerald Dojo Award and a Prize from the Proud Box Diamond Dojo Award and a book token
Lunchtime staff will identify pupils who model good behaviours and manners	Stickers
Over and above / consistent demonstration of the above	Sent to the Headteacher or Deputy Headteacher for a sticker
Consistently demonstrating the school values	Proud Postcards sent home
Excellent role model for behaviour (no incidents throughout the half term)	Behaviour Achievement certificate

18.3 Weekly 'Proud' Assemblies

Achievement and Progress Awards

- 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 the senior leader taking the assembly and parent / carer visitors. The children receive verbal praise and encouragement.
- Rewards include a certificate sent home and a sticker to mark their achievements.

18.4 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.

18.4 Attendance Awards

The class with the best attendance will be recognised each week. At Conduit Street a trophy is awarded and at Wilkes Street the Attendance Bear

Any class with 96% attendance or above is awarded 10 minutes extra playtime

A certificate is awarded each half term, termly and yearly for 100% attendance

Attendance displayed on a notice board

18.5 Daily Recognition

Dojo Points

- 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, Ruby, Emerald and Diamond milestones (see table above)

Recognition Boards

- 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.

19. Behaviour Pathway: Sanctions and Consequences

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.

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.

19.1 The first line of communication must rest with the teacher; we operate a 'pick up your own tab' when it comes to behaviour. The escalation of dealing with poor behaviour choices should then follow the school's hierarchy of Middle Leader, Assistant Head, Deputy Head, and then Headteacher. Involvement of the Headteacher should be reserved for the most serious behaviour incidents.

19.2 Behaviour management begins at classroom level with a positive, supportive and proactive approach.

19.3 As part of our Quality First Teaching, there is ongoing assessment of each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom, it will ensure many needs are met and behaviour adjusted in the moment.

Quality First Teaching (QFT) means high quality inclusive teaching for all learners in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment to review each child's progress and maintain the highest possible expectations for all learners in the class.

19.4 Escalation through the Behaviour Pathway

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.

If pupils choose to ignore early interventions, then a more formal process is required and must be consistently applied – **The Behaviour Pathway**. De-escalation tactics by adults are important and we ensure we follow up incidents with restorative conversations.

'**The Behaviour Pathway**' is a structured, 9-stage escalation process designed to address and resolve behaviour concerns. Each stage includes specific actions and outcomes designed to provide clear and consistent consequences for inappropriate behaviour, supporting pupils to reflect on their actions and make positive changes.

Sanctions will reset at the end of break time, lunchtime and at the end of the school day

19.6 The Behaviour Pathway:

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.		Class teacher / TA	No communication required.

Stage 1	The Verbal Reminder	A clear verbal reminder directed at the pupil making them aware of their behaviour	Low-level behaviours (see Appendix 3)	Class teacher / TA	No communication required.
Stage 2	The Time Out	A change of position in the classroom or learning area to allow time for reflection	Repeated low-level behaviours	Class teacher / TA	Communication not typically required unless behaviour persists.
Stage 3	The Loss of Time	Pupil misses 5 minutes of playtime with a reflective conversation with staff. Where there is repeated behaviour of three stage 3's in a week, a pupil will be issued with an immediate Stage 5.	Repeated low-level behaviours that negatively impact learning, routines, or the classroom environment, requiring escalation beyond initial reminders.	Class Teacher	Communication not typically required unless behaviour persists (3 stage 3s in one week)
Stage 4	The Further Loss of Time	Pupil misses all playtime or 15 minutes at lunchtime. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair.	The pupil continues to display the above behaviours	Class Teacher	CT Informs parents with an email or phone call.
Stage 5	The Lunchtime Supervision	Any pupil receiving a Lunchtime Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan Record on CPOMS	The Lunchtime Supervision / Loss of a privilege will be at the discretion of SLT and will be in response to a culmination of repeated and 'persistent disruption' (Appendix 3) or a single, more serious incident	Senior Leadership Team - HT / AHT / SENDCo Pastoral Staff and Middle Leaders (TLR holders)	CT informs parents by phone call to explain the situation and next steps.
Stage 6	The Half / Full Day Supervision	In a half or full-day supervision, students work alone out of lessons in a separate room or different room from their own class. They are supported to learn from their actions (Consequence Quadrant) and given opportunity to reflect and repair. Record on CPOMS	Supervision for half or full days will be at the discretion of SLT and will be in response to incidents of 'serious misconduct' (Appendix 3)	Senior Leadership Team (DHT, AHT and SENDCo)	Phone call from SLT and follow-up written notice to parents
Stage 7	Short Fixed Term Exclusion (1-2 Days)	Headteacher or delegate determines fixed term exclusion.	Exclusions will be issued for repeated instances of Serious Misconduct or a single instance of Gross Misconduct that	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.

		Record on CPOMS and report to Local Authority	seriously harms others, seriously disrupts the school community, or damages property (see Appendix 2)		
Stage 8	Longer Fixed Term Exclusion (3-4 days)	Longer suspension period decided by the Headteacher. Record on CPOMS and report to Local Authority		Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher. Record on CPOMS and follow all legal processes		Headteacher	Formal written notification and legal processes followed.

Stage 1 of The Behaviour Pathway

Initially staff will use Stage 1 of The Behaviour Pathway to tackle low-level/minor classroom misbehaviour; e.g. not concentrating, loudness, distracted, distracting, low level attention seeking. At this stage, positive reinforcement is used for learners who are following our School Values / Behaviours.

Next, if necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of School Values / Behaviours etc.

For the vast majority of our students, strategies such as a gentle reminder or pointer in the right direction are all that is needed.

Stages 2 – 3 of The Behaviour Pathway

Stages 2 – 3 of The Behaviour Pathway are intended to provide opportunity and support for a child to reflect on and adjust their behaviour

Where there is repeated behaviour of three Stage 3's in a week, a pupil will be issued with an immediate Stage 5.

Stages 4 – 6 of The Behaviour Pathway

At Stages 4 – 6, adults should determine a consequence that will further support the pupil to learn from their actions (see Consequence Quadrant – Appendix 7) whilst also giving opportunity to reflect and repair. Consequences at Stages 4 - 6 of The Behaviour Pathway include Restorative, Educational, Natural and Protective (See Appendix 7).

A pupil can be issued with an immediate Stage 3 - 9 (depending on the severity of the behaviour) for: serious unacceptable behaviour 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.

Hodge Clough Primary School always seeks to avoid the use of exclusions and where appropriate, can 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

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.

Where a pupil fails to comply with a specific sanction, more serious consequences will arise

Stages 7 – 9 of The Behaviour Pathway

Whilst this is a graded system, where serious or persistent misconduct arises, the Headteacher reserves the right to use exclusion and other agencies, including the police where appropriate. A series of fixed-term exclusions may well be a contributory factor to a managed move or permanent exclusion.

For sanctions that include fixed term exclusion 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.

Parents may wish to discuss the implementation and the sanctions given to pupils but cannot override the decision made by the school.

19.7 Opportunities to Repair and Reflect

Pupils are encouraged to repair and reflect on behavioural incidents using key questions:

- What happened?
- What were you thinking at the time? What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

20. Partnership with parents/carers

20.1 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 pupils 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.

20.2 Positive behaviour will be communicated to parents and carers (see Rewards section)

20.4 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.

20.5 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.

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

20.7 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.

21. Monitoring Behaviour

21.1 A behaviour tracking log will be used to monitor stages 1-4 This will allow any patterns to be identified and monitored by SLT. Behaviour tracking logs are confidential working documents and are to be for adult use only. 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

Half termly analysis of behaviour will be carried out by the Deputy Head, and the findings and recommendations will be reported to staff and governors.

To include:

- Behaviour Log analysis

- Fixed term exclusions analysis
- Individual student analysis
- Attendance analysis – half termly

22. Behaviour Support

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. This list is not exhaustive as strategies can be personalised to each child's individual needs.

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- 5 Point Scales for emotion coaching
- Support from the SENDCo following the SEN and Inclusion Policy
- Support from identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, etc.
- Additional curriculum support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Referral to outside agencies such as Educational Psychologist, Place2Be etc.

23. Reasonable Adjustments (see also Appendix 4)

23.1 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.

23.2 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.

23.3 PACE approach

The school recognises that some pupils may have experienced trauma, adversity or disrupted attachments which can affect emotional regulation and behaviour. As a reasonable adjustment, staff may use the PACE approach (Playfulness, Acceptance, Curiosity and Empathy) to support these pupils.

The PACE approach supports pupils to feel safe, understood and regulated, enabling them to reflect on and improve their behaviour. It informs *how adults respond*, not *whether behaviour is addressed*.

Where a pupil has experienced trauma but where behaviour is unsafe, disruptive or a deliberate choice, sanctions may still be applied. Any sanctions will be delivered calmly, respectfully and proportionately, with support for reflection and repair.

23.4 SEND

Hodge Clough Primary School is committed to making reasonable adjustments for pupils with special educational needs and disabilities (SEND). 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; and sanctions may still apply where behaviour is deliberate or unacceptable.

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.

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.

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.

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

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.

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.

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.

23.5 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.

23.6 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.

23.7 Behaviour Support Plans

- The school may use a Behaviour Support Plan to help support pupils as a reasonable measure to support a pupil's behaviour choices
- A Behaviour Support Plan will outline triggers and behaviour support strategies to reduce poor instances of behaviour. This will be discussed in a meeting with the SENDCo, CT, the parents / carers and the child.
- The Plan 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 Policy.
- 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.

23.8 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.

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

23.8 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)

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

24. Transitions

To ensure a smooth transition between year groups, pupils have transition sessions with their new teacher(s). Where deemed beneficial, some pupils will receive additional transition sessions to ensure that the transition between year groups has limited impact on their academic progress. These additional transitions are also organised between our school and secondary

schools, for our year 6 pupils. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

25. Searching, and Confiscation

25.1 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.

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**.

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

25.2 Searching

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

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco & cigarette papers
- Vape pens / kits
- Fireworks

Also, any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the pupil)

The Head Teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g.: a mobile phone.

If it is necessary to search a pupil the search will be carried out by a member of staff that is the same sex as the pupil being searched; and there must be a witness (also a member of staff) and, if possible, they should be the same sex as the pupil being searched. There is an exception to this rule. A search of a pupil can be carried out by a member of staff of the opposite sex only where they believe that there is a risk of serious harm if the search is not conducted immediately. Parental notification will occur after the search, especially if prohibited items are found.

25.3 Confiscation

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.

25.4 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.

25.5 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.

26. Use of Reasonable Force

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

26.2 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.

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

26.3 Before using reasonable 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 de-escalate the situation wherever possible.

26.4 Any use of reasonable 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.

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

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

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

26.8 The Headteacher will monitor the use of reasonable force to ensure that it is applied fairly and consistently across the school and records of incidents will be reviewed periodically to identify any patterns and to ensure compliance with statutory guidelines

27. Uniform

Initially, any uniform infringement will lead to parental contact via a uniform slip, to ensure future compliance with uniform rules. Parents are requested to write a note to the class teacher detailing when and why uniform rules are being impinged. If a pupil comes in without wearing a school uniform, they may be given a uniform to change into for the duration of the school day.

28. Conduct beyond the School

28.1 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.

28.2 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.

28.3 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.

28.4 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.

28.5 Online behaviour is often out of school, therefore parent's responsibility. However, if the online behaviour affects the school culture / reputation and/or could pose a threat to another child in school, school will sanction this behaviour appropriately. The same standards of behaviour are expected online, everyone should be treated with kindness, respect and dignity.

29.Assembly

Silence on entry to and exit from assembly is expected. Children sit cross legged on the floor. Children who do not follow the rules in assembly may be required to go onto The Behaviour Pathway..

30.Behaviour at Playtimes

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

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

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

30.4 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.

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

30.6 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

30.7 During break time and lunchtime there should be no children in school unless supervised by an adult or going to the toilet after having asked permission from an adult.

30.8 Sanctions at playtime are as follows. Examples from the 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 15 minutes 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	SLT Supervision	Pupil sent inside to a member of the Senior Leadership Team. Any pupil receiving a SLT Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a	Senior Leader	Class Teacher informed Phone call to parents to explain the situation.

		consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan		CPOMS
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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.

31. Behaviour at Lunchtimes

31.1 Children are expected to follow the same behaviour policy during lunchtimes – lunchtimes are covered by school staff and Lunchtime Supervisors 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.

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

31.3 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	Change of scene	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	SLT Supervision	Pupil sent inside to a member of the Senior Leadership Team. Any pupil receiving a SLT Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan	Senior Leadership Team	Phone call to parents to explain the situation.

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

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

32. Breakfast Club

32.1 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.

33. Walking around school

33.1 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.

33.2 When moving around the school's corridors / communal areas, pupils are expected to adhere to the '**3S's**' – **Silent, Sensible and Safe**.

33.3 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.

33.4 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.

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

- Pushing
- Shouting
- Running

34. Appendix 1: The Behaviour Pathway

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.		Class teacher / TA	No communication required.
Stage 1	The Verbal Reminder	A clear verbal reminder directed at the pupil making them aware of their behaviour	Low-level behaviours (see Appendix 3)	Class teacher / TA	No communication required.
Stage 2	The Time Out	A change of position in the classroom or learning area to allow time for reflection	Repeated low-level behaviours	Class teacher / TA	Communication not typically required unless behaviour persists.
Stage 3	The Loss of Time	Pupil misses 5 minutes of playtime with a reflective conversation with staff. Where there is repeated behaviour of three stage 3's in a week, a pupil will be issued with an immediate Stage 6.	Repeated low-level behaviours that negatively impact learning, routines, or the classroom environment, requiring escalation beyond initial reminders.	Class Teacher	Communication not typically required unless behaviour persists
Stage 4	The Further Loss of Time	Pupil misses all playtime or 15 minutes at lunchtime. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair	The pupil continues to display the above behaviours	Class Teacher	CT Informs parents with an email or phone call.
Stage 5	The Lunchtime Supervision / Loss of other privileges	Any pupil receiving a Lunchtime Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan	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 3) or a single, more serious incident	Senior Leadership Team (DHT / AHT / SENDCo Pastoral Staff and Middle Leaders (TLR holders)	CT informs parents by phone call to explain the situation and next steps.
Stage 6	The Half / Full Day Supervision	In a half or full-day supervision, students work alone out of lessons in a separate room or different room from their own class. They are supported to learn from their actions (Consequence Quadrant) and given opportunity to reflect and repair.	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)	Senior Leadership Team (DHT, AHT and SENDCo	Phone call from SLT and follow-up written notice to parents

Stage 7	Short Fixed Term Exclusion (1-2 Days)	Headteacher or delegate determines fixed term exclusion.	Exclusions will be issued for repeated instances of Serious Misconduct or a single 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.
Stage 8	Longer Fixed Term Exclusion (3-4 days)	Longer fixed term exclusion period decided by the Headteacher.		Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher.		Headteacher	Formal written notification and legal processes followed.

30 Second Intervention Script

When issuing Reminders / Loss of Time, we use a brief, consistent **30-second script**. These scripts are provided to ensure that all pupils experience a **calm, predictable and fair response** to behaviour, regardless of the adult involved.

1. **You are** (say what you see – eg “You are out of your seat”)
2. **This is not being...**(Ready / Respectful / Safe)
3. Follow this by what the student needs to be doing in order to return to a state in which they can learn and others can learn. Use direct and simple language Eg **You need to go back to your chair and get on with your work. Thank you.**
4. Provide positive re-enforcement: **Do you remember last week when you ...** (arrived on time every day, got 5 Dojos in one lesson/ received a certificate)?
5. **That is who I need to see today....Thank you for listening** (then give the child some take up time)

35. Appendix 2: 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. CPOMS depending on nature / severity of incident
Stage 5	SLT Supervision	Pupil sent inside to a member of the Senior Leadership Team. Any pupil receiving a SLT Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan	Senior Leader	Class Teacher informed Phone call to parents to explain the situation. CPOMS

All incidents from Stage 4 onwards must be reported to the Class Teacher by the member of staff on duty

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	Change of scene	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. CPOMS depending on nature / severity of the incident
Stage 5	SLT Supervision	Pupil sent inside to a member of the Senior Leadership Team. Any pupil receiving a SLT Supervision may not be allowed out to play with other children / lose an appropriate and proportionate privilege. Staff to determine a consequence that will support the pupil to learn from their actions (see Consequence Quadrant) and give opportunity to reflect and repair. Pupils who are given a Stage 5 on numerous occasions in a term will be supported with a Behaviour Support Plan	Senior Leadership Team	Phone call to parents to explain the situation. CPOMS

All incidents from Stage 4 onwards must be reported to the Class Teacher by Lunchtime Staff.

36. Appendix 3: 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.

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.

37. Appendix 4: 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.

1. General Principles

- **Consistency:** All staff must apply the Behaviour Policy uniformly to ensure predictability for children and fairness in its execution.
- **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

- Being respectful towards staff, peers, and the learning environment.
- Using kind words
- Listening to others
- Following instructions
- Valuing differences.

Safe

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

- Following school rules
- Using equipment appropriately
- 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.

2. 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.
- **Quality First Teaching:** As part of our Quality First Teaching, there is ongoing assessment of each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom, it will ensure many needs are met and behaviour adjusted in the moment.
 - Quality First Teaching (QFT) means high quality inclusive teaching for all learners in a class.
 - QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going

- formative assessment to review each child's progress and maintain the highest possible expectations for all learners in the class.

4. Addressing Low-Level 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.

5: The Behaviour 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.

6. Reasonable adjustments for pupils who have experienced trauma

The school recognises that pupils who have experienced trauma may require additional support to regulate emotions and engage positively with learning and behaviour expectations. As a reasonable adjustment, staff may use trauma-informed strategies, including the PACE approach (Playfulness, Acceptance, Curiosity and Empathy), to support pupils to feel safe, understood and able to reflect on their behaviour.

Emotional regulation and relational support

- Use of the PACE approach to guide adult responses, promoting calm, empathy and curiosity while maintaining clear boundaries
- Allowing time and space for a pupil to regulate before addressing behaviour
- Access to a calm space or a trusted adult at agreed times
- Co-regulation strategies, with adults modelling calm, predictable responses
- Planned movement or sensory breaks to support emotional regulation

Predictability, routines and safety

- Clear, consistent routines shared in advance
- Use of visual timetables, now/next boards or checklists
- Advance warning of transitions or changes to routine
- Reduced exposure to unpredictable or high-stress situations where possible

Communication and adult response

- Calm, neutral tone of voice at all times
- Use of curiosity-based language (e.g. "*What was going on for you?*") in line with the PACE approach
- Avoidance of public correction or confrontation where possible
- Behaviour discussions held privately and respectfully

Timing and expectations

- Delaying behaviour conversations or sanctions until the pupil is regulated
- Breaking tasks into manageable stages following dysregulation
- Flexible timing to allow pupils to re-engage successfully

Reflection, repair and restoration

- Use of PACE-informed restorative conversations
- Adult-supported reflection on behaviour and its impact
- Opportunities to repair relationships and rebuild trust following incidents

7.Reasonable Adjustments for Supporting Pupils with Additional Needs

Cognition & understanding

- Breaking instructions into smaller steps
- Repeating or rephrasing instructions
- Checking understanding before expecting compliance
- Providing written, visual or symbol-supported instructions

IBPs and EHCs

- 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.

Environment & sensory needs

- Adjusted seating (e.g. away from noise or high traffic areas)
- Access to sensory tools (e.g. fiddle toys, wobble cushions)
- Ear defenders or quiet working spaces
- Reduced sensory load where possible

Processing & pace

- Additional processing time before responding
- Reduced demands during moments of overload
- Staggered transitions to avoid crowding

Executive function & regulation

- Visual prompts and reminders for routines
- Use of timers, checklists or task planners
- Adult prompting before behaviour escalates
- Pre-agreed strategies for when regulation dips

Behavioural expectations & sanctions

- Modified sanctions that still address behaviour but are accessible
- Alternative ways to reflect on behaviour (e.g. verbal instead of written)
- Clear links between behaviour and consequence, explained explicitly
- Support to repair

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.

8.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 (see Appendix 9)
- **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.

9. 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

38. Appendix 5: Supportive Measures for managing behaviour at the early stages of The Behaviour Pathway

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Values / Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. To support pupils in not escalating further than Stage 1 of The Behaviour Pathway, the following strategies should be used and embedded in everyday practice around school:

Teach/use clear classroom routines: seating plans, lining up, coming into class (The Fifteen Fantastics). These need to be regularly practised and rehearsed so that they are habitual.

Build the relationship: listen without giving advice/opinions, show you understand how a child feels. "I can see you are cross....", reject the behaviour, not the child.

Build children's self-confidence: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.

Remind pupils of behaviour expectations: "Remember, we use kind words in our school". Model expectations at all times.

Display behaviour expectations visually

Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition, such as: "I like the way you put your hand up to answer the question".

Use specific proximity recognition: Acknowledge a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.

Behavioural direction and "take up time": Use child's name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief: "Jake, turn round, thank you."

Use "First.....then....." Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

Reduce your use of language and speak slowly and calmly: consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.

Chunk tasks (verbally and visually): "Write the date and the first sentence - I'll come back to check in with you in 5 minutes".

Build in regular brain/learning/movement breaks.

Identify agreed calm-down areas/safe space: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

39. Appendix 6: Scripts

Proactive – for children presenting difficult and dangerous behaviours

Situation	Actions	Script / Example
A learner struggles to remain in their chair during lesson time (unsocial)	- Does the learner need a break to help them manage chunks of time? - Does the learner need a timer to help them manage chunks of time? - Whole class reminders and praise for those following instructions - Jobs: "When you are ready, I have a job for you" - Praise for those sat in their seat - When learner engages appropriately, use positive praise - Visuals for non-verbal communication	We sit in our chairs during lesson time. When we are sat down, we can begin. 'Well done X, Y and Z. You are sat in your chair'
Learner hides under their table (unsocial)	- Does the learner/class need a movement break? - Ignore unsocial behaviour - Move other learners away if needed - Whole class reminders and praise for those following instructions - Use visuals and praise for those following instructions - When learner engages appropriately, praise positively - Praise for those also behaving appropriately (be explicit)	We sit in our chairs during lesson time. When we sit down, we can begin. Well done X, Y and Z. You are sat in your chair.
A learner hides under their table, upset (unsocial)	- Is the learner safe? - Move the other learners away if needed - Check in and retreat - Give learner time and space to calm	'I can see that you are sad/upset/angry. When you are ready to talk, I am here.'
Key support ideas: Proactive to prevent – what might the behaviour be trying to tell us? Make expectations clear and explicit – good sitting, what does this look like?		

De-escalation - for children presenting difficult and dangerous behaviours

Situation	Action	Intervention Script (by Lead Adult) Delivered on pupil's level using calm quiet language
A child has left the classroom and is in high adrenaline state <i>What does this look like?</i> Wandering or running outside of the classroom	- One adult to follow from a distance or have the child in view if they are on the playground but do not chase or give lots of attention - Attempt to keep out the classroom until regulated - Consult / create individual risk assessment for further action	'NAME, you are showing me that you need some help. I am here to help you.'
A child has left the classroom feeling very angry, frustrated or upset (walking or hiding in school) <i>What does this look like?</i> Wandering or running outside of the classroom crying or shouting	- One adult to follow from a distance or have the child in view if they are on the playground but do not chase or give lots of attention - If the child becomes dangerous, swap with another adult who may have a better relationship	'NAME, I can see you are angry/upset/frustrated. When you are ready, I am here.'
A child is causing damage in the classroom in an agitated state.	- Key adult to remove the child - Reminders about safe space	'NAME, we need to go to a safe space' .'
A child is attempting to hurt another child	- Remove the child who is being targeted / other children to an alternative safe space - If removal of child de-escalates the situation, move to a reflective conversation. - If the child continues to be agitated and aggressive, reassure from a safe distance, use PACE approach	'I am here to help you'
Key support ideas: - Avoid multiple adults being around one child. - When a child is in a dysregulated state, do not discuss behaviour incidents in front of them, it can be a trigger to increase anxiety. - Check in with the adult who is working with the child to see if they require support or need to swap. - Don't over talk or offer too many choices / alternatives. Keep to the script – time to process.		

40. Appendix 7: Consequence Quadrant

When a learner has not responded to the offer of help or reminders, the adult will choose an appropriate consequence from the Consequence Quadrant. All of the consequences are given with the aim of teaching the child to respond in a more appropriate way in the future. Adults should choose consequences that are appropriate to support the pupil to learn from their actions when closing the loop.

Consequences are divided into four categories: restorative, educational, natural and protective.

Natural Consequence - What happens as a direct, logical result of a student's actions, without unrelated punishment. E.g. a child has not finished their class work so they stay in at breaktime to finish it.

Educational Consequence - Additional task or activity designed to help the student learn the skills or knowledge they missed or misused. E.g. a child has been struggling with turn taking so they play turn taking games with a play team member at lunchtime.

Protective Consequence - Steps taken to keep the student or others safe from harm. E.g. a child has hurt another child with a tennis racquet two days running, so they are not allowed to play tennis for a set period of time.

Restorative Consequence - Actions taken to repair harm or restore relationships caused by behaviour. E.g. a child undertaking a reflection time activity to reflect on how unkind words might affect others.

Natural – What happens as a direct, logical result of a pupil's actions, without un-related punishment		Educational – Additional task or activity designed to help the pupil learn the skills or knowledge they missed or misused	
Action	Consequences	Action	Consequences
Not completing classwork	Must finish at lunch	Struggling to turn take	Play a turn taking game with an adult
Leaving a mess	Need to clean it up before leaving	Being unkind to others on multiple occasions	Work with an adult to think about how our actions impact others
Restorative – Actions taken to repair harm or restore relationships caused by behaviour		Protective – Steps taken to keep the pupil or others safe from harm	
Action	Consequences	Action	Consequences
Being unkind to someone once	Undertake a reflection activity with the adult who managed the situation	Hurting children during multiple football games	Not allowed to play football for a set period of time
Being rude to an adult	Reflection time with an adult during breaktime	Interrupting other children's education	Child asked to move to another part of the classroom / learning space

41. Appendix 8: 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.

42. Appendix 9: Behaviour Reflection Sheet



Name: _____ Class: _____ Date: _____

What happened?

How were you thinking / feeling at the time?

What have you thought since?

How were other people affected by your actions?

How can you make things right?

What could we do differently in the future?

Signed _____



Behaviour Tracking Log

Week beginning: _____

[illegible]

44. Appendix 11 – The Behaviour Framework

Our BEHAVIOUR FRAMEWORK

The Four Pillars

RULES	ROUTINES	REWARDS	RESPONSES
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

45. Appendix 12 – 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.

Our core value of **Pride**, alongside **Happiness, Excellence, Attitude, Respect and Togetherness (HEART)**, shapes the culture of our school and articulates the standards we expect *for* and *from* every member of our community. We take pride in who we are, nurturing confident learners who value themselves, others and their achievements. At Hodge Clough, our motto *“Kind Hearts, Ambitious Minds, Striving for Excellence”* underpins all that we do.

We are committed to creating a school filled with warmth, kindness and ambition, where every child feels happy, valued, safe and inspired to learn. We recognise and celebrate each child as an individual, ensuring that the most able are stretched, the least confident are supported, and all pupils are encouraged to fulfil their potential academically, socially and emotionally.

Through high expectations, positive attitudes and a strong commitment to personal excellence, we develop pupils’ confidence, resilience and belief in themselves. Guided by respect, empathy and togetherness, we foster a strong sense of community in which every child belongs, every voice is heard and every success is celebrated, enabling pupils to grow into caring, respectful young people who make a positive contribution to school life and beyond.

Our vision provides a clear moral purpose and strategic direction: to ensure that every child thrives, leaves Hodge Clough proud of who they are, confident in what they can achieve, and well prepared for the next stage of their journey.

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.

46. Appendix 13 – The HCP Way - Hodge Clough Behaviour 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.

47. 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

Please see separate PowerPoint for the full curriculum

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

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.

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



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**



Maths Presentation Expectations KS1

- We start a new page for each piece of work
- We only use pencil in maths books
- We write the short date (DD/MM/YY) at the top left of the page
- We stick in our Headers, neatly
- We write one digit per square
- Writing goes through squares
- We draw all straight lines with a ruler
- We work down the left hand side of the page, leaving a line between each question
- We label question numbers
- We stick Headers and sheets in straight, they are not crumpled and they do not hang over the edge of the book
- We write everything neatly and take pride in our work
- *If work isn't presented in the expected way, it will need to be repeated at break or lunch time*



Presentation in All Other Subjects Expectations KS1

- We start a new page for each piece of work
- We write using pencil
- We write the long date at the top left of the page
- We stick in our Headers, neatly
- We write neatly onto the lines in our books, even when completing a mind map or diagram
- We always use our neatest handwriting
- We draw all straight lines with a ruler and pencil
- When making a mistake, we cross out neatly with a pencil and a ruler – one line only
- We make sure all our sentences start with a capital letter and end with appropriate punctuation
- We label question numbers in the margin
- We stick Headers and sheets in straight, they are not crumpled and they do not hang over the edge of the book
- *If work isn't presented in the expected way, it will need to be repeated at break or lunch time*



Maths Presentation Expectations KS2

- We start a new page for each piece of work
- We only use pencil in maths books
- We write the short date (DD/MM/YY) at the top left of the page
- We stick in our Headers, neatly
- We write one digit per square
- Writing goes through squares
- We draw all straight lines with a ruler
- We work down the left hand side of the page, leaving a line between each question
- We label question numbers
- We stick Headers and sheets in straight, they are not crumpled and they do not hang over the edge of the book
- We write everything neatly and take pride in our work
- *If work isn't presented in the expected way, it will need to be repeated at break or lunch time*



Presentation in All Other Subjects Expectations KS2

- We start a new page for each piece of work
- We write using a handwriting pen from Summer Term Year 3, upwards
- Any drawing must be completed in pencil
- We write the long date at the top left of the page
- We stick in our Headers, neatly
- We write neatly onto the lines in our books, even when completing a mind map, diagram or annotations
- We always use our neatest, joined up handwriting
- We draw all straight lines with a ruler and pencil
- When making a mistake, we cross out neatly with a pencil and a ruler – one line only
- We make sure all our sentences start with a capital letter and end with appropriate punctuation
- We label question numbers in the margin
- We stick Headers and sheets in straight, they are not crumpled and they do not hang over the edge of the book
- We use purple pen for editing
- *If work isn't presented in the expected way, it will need to be repeated at break or lunch time*