



**Northern Lights**  
LEARNING TRUST

## **Hart Primary School**



## **Behaviour Policy**

*'To give all children the opportunity to be the best that they can be and have fullness of life.'*

#

Reviewed: Spring 2026

Next review: Spring 2027

Person in charge: Marie Crowe - Headteacher

Governance: Colin Reid - Chair of LGB

## Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents/carers is integral to the ethos of the school.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents/carers and members of the community which the school seeks to serve. Our pastoral work will strive to create and maintain such. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

### Our Shared Values

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

*'to give all children the opportunity to be the best that that they can be and have fullness of life'*

We share a common set of values that underpin all that we do in our work at Hart Primary School. These values are:

- Friendship and Trust
- Compassion
- Always Our Best
- Thankfulness

People involved in policy formation:

- Headteacher
- 
- Staff
- Pupils
- Local Governing Body

This policy should be read in conjunction with the following policies:

- Home School Agreement
- Anti-Bullying Policy
- Child Protection Policy
- Acceptable Use Policy
- SEND Policy
- Equality Objectives Statement
- Accessibility Plan

## Statement of intent:

Hart Primary School is committed to ensuring calm and orderly behaviour, providing a safe, positive environment where productive learning is at its heart and where all are treated with dignity, kindness and respect.

We are passionate about providing consistent, fair and simple behaviour guidance in order to ensure that children feel happy, safe and ready to learn. We believe in promoting an atmosphere of mutual respect where self-discipline, personal responsibility and high self-esteem are developed through the use of positive reinforcement and a relational approach to behaviour management.

## Aims:

To create a culture of acceptable behaviour for learning which ensures a positive learning community.

- To ensure that all learners are treated fairly, are shown respect and have positive relationships with their peers and adults in school.
- To have an environment where all adults model and celebrate positive behaviours.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To ensure that calm and orderly behaviour is a minimum expectation for all.

Legislation/Statutory Guidance:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2025](#)
- [Suspension and permanent exclusion guidance](#)
- [Use of Reasonable Force in Schools \(Effective Until March 31st 2026\)](#)
- [Use of reasonable force and other restrictive interventions guidance \(Effective from 1st April 2026\)](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

## Principles:

At Hart Primary School, we have three simple rules which underpin our behaviour expectations and which all children are expected to follow:

- Be **Ready**
- Be **Respectful**
- Be **Safe**

These rules can be applied to a variety of situations and they echo our school values of:

- Thankfulness
- Friendship and Hope
- Compassion
- Always our best

The foundations of our behaviour principles are built on:

- **Consistent, calm, adult behaviour** – Adults should remain calm consistently, modelling emotional restraint even in the face of disrespect.
- **Behaviour communicates unmet needs** – We can separate the child/young person from their behaviour.
- **Highlighting desired behaviour** – Adults should give visible recognition and attention to desirable behaviours in the spirit of positive reinforcement.

- **Agreed Routines** – Consistency lies in the behaviour of adults, agreed rituals and routines should be consistently reinforced in all areas of the school.
- **Positive Intervention** - Where behaviour interventions are required, these should be scripted using an agreed language so that they are delivered consistently and fairly.
- **Restorative follow-up & Relational Approach**- The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self-responsibility for managing behaviour. We believe this will give our children the language and self-confidence to challenge whatever behaviour is deemed unacceptable.

Our behaviour blueprint clearly outlines our behaviour policy in a one-page document (See Appendix 1), setting out ‘The Hart Primary School way...’ and this is shared with all adult stakeholders: staff, parents and Governors.

The rules, **Ready, Respectful, Safe**, along with the school's vision and values, must be displayed in each learning space and referred to in conversations around conduct. (See Appendix 2)

Our School Behaviours Curriculum defines key habits and routines that we expect as a minimum from our defined behaviours of **Ready, Respectful, Safe**. These expectations must be consistently implemented, modelled and reinforced by all members of staff in order to promote high expectations of behaviour. (See Appendix 3)

### The Role of all Staff

At Hart Primary School, we believe that adult behaviour can be a contributing driver when incidents occur, with this in mind, we expect to see the following behaviours from all staff:

- Be **Calm**
- Be **Clear**
- Be **Confident**
- Be **Consistent**
- Be **Compassionate**

Consistent adult behaviour will lead to pupils consistently meeting our expectations. We expect staff to proactively promote good behaviour through:

- Meeting and greeting children at their classroom door each morning.
- Referring to ‘**Ready, Respectful, Safe**’ continuously throughout the day when describing desirable and undesirable behaviours.
- Following the relentless routine of ‘5, 4, 3, 2, 1, Give me 5’ when they require children's attention (See Relentless Routines, Appendix 4)
- Modelling positive behaviours and building relationships.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Using visible recognition throughout every lesson.
- Being calm and giving ‘thinking time’ when going through consequence steps. Preventing before sanctions.
- Never ignoring or walking past learners who are displaying unacceptable behaviours.

Headteacher & Senior leaders will:

- Review this policy in conjunction with the LGB.
- Monitor the implementation of this policy to ensure it is implemented consistently with all groups of pupils.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Take time to welcome learners at the start of the day.
- Be a visible presence around the school and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.

- Regularly share good practice.
- Use behaviour data (recorded on CPOMS and in behaviour logs) alongside attendance data, pupil, staff and parent voice to monitor behaviour policy and practice periodically throughout the year.
- Regularly review provision for learners who fall beyond the range of written policies.

### **Role of Pupils**

Pupils should play an active role in our behaviour policy by following the rules of being '**Ready, Respectful, Safe**', as well as regularly reflecting on their own behaviour to promote positive interactions and personal growth.

### **Role of the LGB**

The Headteacher will report back to the Local Governing Body regarding the effectiveness of the behaviour policy. The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **Role of parents/carers**

At Hart Primary School, we are fully committed to promoting good relationships, active involvement and strong partnership with all parents. Information around a child's behaviour is shared with parents in a number of ways:

- Informal discussions between teacher and parents
- Meetings arranged if required with class teacher
- Reporting behaviour at Parental consultations
- Headteacher becomes involved in the case of a severe case
- If pupils require a behaviour support plan parents will be involved at all stages

Parents should play a collaborative role in a school's behaviour policy by supporting our values and rules, fostering open communication with staff, and working together to model and reinforce positive behaviours that align with the school's approach.

### **Managing Behaviours Relationally**

At Hart Primary, we have adopted the Thrive approach to meeting children's emotional and social development needs. We strive to support these needs and behaviour relationally, based on the following principles:

- All behaviour communicates unmet needs and these behaviours can be separated from the child.
- We avoid shame and guilt by using empathy to support healthy emotional development.
- Adults need to act as role-models and explicitly teach desired behaviours.
- Providing containment, predictability and routine in order to build a sense of safety.
- Encouraging children to become accountable for their own actions and the consequences of these through right-time restorative conversations.
- Mistakes are part of the learning process, and as such we should support and guide our children to make appropriate choices according to their developmental stage.
- We seek to restore relationships and change behaviours rather than punishing. Whilst this does not exclude the use of sanctions, we seek to support children to develop skills of self-control, empathy and emotional management as part of our Thrive approach.
- All staff will seek to understand why individuals become dysregulated, and will reflect on how and why it impacts their behaviour.
- Through the rupture-repair cycle, we provide children with the opportunity to learn from their mistakes with the use of restorative conversations. This is an important step as it ensures that relationships between children and staff are maintained.

In all interactions with children, staff should endeavour to use the Vital Relational Functions (VRFs) with all children. These skills, which provide a relational basis for a child's emotional, social and neurological development are:

- **Attunement** – demonstrating an understanding of how the child is feeling by 'catching and matching' their emotional state. Use of facial expressions, body language, gestures and non-verbal vocalisations to recognise and reflect how we imagine they are feeling.

- **Validation** – Demonstrating that the child's feelings are real and justified. It is the opposite of reassuring them or trying to convince them not to feel that way. This is the golden thread for children to begin to think about their feelings. The use of WIN can help when validating a child's feelings: I wonder...I imagine...I notice...
- **Containment** – Keeping the child physically and emotionally safe and regulated. This can be through creating boundaries, providing explanations and ensuring routines and structures are in place to enable the child to experience a reliable and predictable environment. Emotional containment is shown through empathy and through naming the child's feelings and offering it back to them in manageable pieces.
- **Regulation** – Brining the child into a state of calm where they can interact socially by soothing and calming their distress or engaging their interests.

## Promoting Positive Behaviours

At Hart Primary School, we have high expectations of behaviour and attitudes to learning. Good behaviour and positive reinforcement of good behaviour is promoted in school through a range of rewards. These include:

- Verbal praise.
- House tokens (see below).
- Positive phone calls home.
- 'Good News' Notes – sent home for behaviour which is 'over and above'. (Appendix 5)
- Weekly Celebration awards (Appendix 5):
  - Hart Superstar Award – for demonstrating the school's 'Learning Powers'.
  - Golden Quill – Writing award
  - Maths Award – for exceptional maths work
  - Hart Citizen Award – for demonstrating the school's values.
- Hot Chocolate Friday – children who are awarded the weekly Citizen Award get to share hot chocolate and cookies with a member of the SLT.

## Whole School Behaviour Tokens System

When they join Hart Primary School, each child will be allocated a 'house' which will be the same house as their siblings and in which they will stay for their whole time at Hart Primary school. Across the school day, children will be awarded a behaviour token for demonstrating positive learning behaviours and attitudes, which may include, but are not exclusive to:

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

In addition, golden tokens, which are worth 10 points, can be awarded by Senior Leadership Team for:

- Instances of children going 'over and above'
- The house with the best attendance that week
- Children whose attendance has improved at the end of each half term

Tokens cannot be taken away for inappropriate behaviour.

Children add their tokens to their 'house' total, in order to promote teamwork and so that they can support and encourage each other. The Junior Leadership Team counts the 'house' tokens at the end of each half term, with the winning 'house' receiving a reward.

Children will sit in their house teams during Friday's celebration assembly and special events, house colour non-uniform days etc will be held during the school year.

### Dealing with Unacceptable Behaviours

The school aims to develop a positive climate of praise and encouragement supported by the three key rules for behaviour: **Ready, Respectful, Safe**. However, we recognise that when a pupil does not follow expected behaviour or rules, there is a staged approach to redirecting behaviour. Pupils are aware that they have choices to make and are encouraged to make the right choice, ultimately giving the child an opportunity to rectify their behaviour.

### Stages of Response

It is acknowledged that in most instances, gentle encouragement is all that is needed to redirect children to be back on task, this may be verbal or non-verbal.

Stage	Step	Action
1	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour, and how it's breaking our school rules, and clearly outlining the consequences if they continue.
2	Time Out in Class (5 Minutes after Caution)	Give the learner a chance to reflect away from others within the class, giving them time to reset. The child should continue to complete their work during this time out.
3	Time Out in another Class (5 Minutes after Reminder)	Give the learner a chance to reflect away from others, giving them time to reset.  The child should go to another class for 15 minutes, taking their reading book or some work to complete.  The child's parents will be informed via telephone by the class teacher at the earliest opportunity.
4	Escalation (15 Minutes after time out)	If after a child has had a time-out, behaviour does not improve, then the child should spend time with a member of SLT and the child's parents will be informed via telephone by the class teacher at the earliest opportunity.

These stages of response will be used in all areas of the school inclusive of the classroom, the dinner hall and the playground/field.

## Shining a light on the behaviour using a restorative Conversations

At Hart Primary, we believe that restorative conversations reinforce positive behaviour rather than punitive sanctions. Following a period of time out, either in another class or with a member of the SLT, and once the child is regulated, the child needs an adult to lend them their thinking brain.

The following questions will allow learning to take place:

1. Can you show me what happened (if the child is unable to verbalise this, using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings.... and it's not ok to .....and I can help you with that.... (Using 'and' instead of 'but' removes the threat)
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing.)

These conversations should be carried out by the adult who dealt with the child originally, and should be recorded in the class behaviour log. (Appendix 7)

## Suspension & Exclusion

As per the Northern Lights Learning Trust Exclusion Policy, Hart Primary School views exclusion as a last resort and will avoid this wherever possible.

We would use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

## Pupil Transition

Children are introduced to our behavioural expectations of **Ready, Respectful, Safe** at the earliest opportunity when they either start our nursery provision or when they start our school mid-phase. At the start of each academic year, all children are reminded of our school rules and expectations periodically throughout the year.

Should a child require a personalised behaviour plan, they will be re-integrated onto the whole-school expectations of **Ready, Respectful, Safe** as soon as it is deemed suitable to do so. (See 'Inclusion' below)

In order to ensure a smooth transition between schools, either as an in-year transfer or when a child is transitioning to secondary school, we will work in partnership with the new school to ensure that any behavioural needs and individual strategies are communicated at the earliest opportunity.

## Physical Intervention / Restrictive Interventions

Restrictive interventions, including reasonable force, may only be used when necessary to prevent injury, serious property damage, a criminal offence, or significant disruption. They must always be proportionate, lawful and used for the shortest possible time.

At Hart Primary, we use a prevention and de-escalation approach, with several staff trained in physical restraint strategies. Restrictive interventions are only used when other strategies are ineffective or inappropriate in the circumstances, and only as a last resort.

Our staff consider children's individual needs, including SEND or vulnerabilities and follow relevant plans such as EHCPs or behaviour plans.



All incidents involving reasonable force and restraint are recorded on the same day on the school's incident form and these are uploaded to CPOMs. Parents/carers are informed of any use of reasonable force or restraint as soon as practicable. Records are reviewed by the Head in order to monitor patterns, safeguard pupils and improve practice.

Restrictive interventions are never used as punishment or for staff convenience.

### **Banned Items**

The DfE Searching, Screening and Confiscation Advice (July 2022) identifies prohibited items as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

The Headteacher, DSL and Deputy DSL have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. Searches can only be carried out by a member of staff who has been authorised to do so by the Headteacher or by the Headteacher themselves.

Mobile phones are also not prohibited, but we appreciate that for some older children who walk home alone, they are necessary. Any child who needs to bring a mobile phone for this purpose, must deposit their phone at the school office for safe keeping each morning and collect it at the end of the day. If a child is known to have brought a phone into school but refuses to hand it in, then a phone call will be made to parents who will be asked to come to the school to remove the phone from the child.

### **Behaviour Outside of School Premises**

In the event that non-criminal behaviour or bullying is witnessed by a staff member or is reported to school, the initial response will be to engage parents, explaining the alleged incident and investigating the circumstances. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home.

In order to promote positive behaviours outside of school, Hart Primary:

- Works closely in partnership with parents.
- Provides mentoring and coaching for individual children.
- Will adapt the school's PHSE curriculum to address behavioural issues, e.g. anti-social behaviour.
- Makes use of support from emergency service as appropriate, e.g. local PSCO, fire service etc.

Where there is a serious behavioural concern, a multi-agencies may be approached to work in partnership with the school and parents.

In the event of suspicion of criminal behaviour, facts regarding the incident will be established before a decision is made to inform the police. The initial investigations will be fully documented and recorded on CPOMs. Once the decision has been made to report the incident to the police, the DSL (or Deputy DSL in their absence) will take ownership of the incident, and a call will also be made to the CHUB as part of our safeguarding protocol.

Where online misbehaviour incidents occur outside of the school day, they will be treated in the same way as in offline incidents. In the first instance, parents will be contacted and, if appropriate, the incident will be investigated. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home. In addition, school will provide additional PHSE and awareness building depending on the nature of the incident.

If the online behaviour involves any illegal activity, such as the sharing of indecent images, our safeguarding protocol will be brought into effect and the police and CHUB will be alerted.

## **Staff Induction, Development and Support**

The Headteacher is responsible for ensuring that all staff understand the school's behavioural expectations and the importance of maintaining them. This will be delivered in the following ways:

- Revisiting the school's behaviour policy as and when any changes are made.
- Ensuring that any new staff are appropriately inducted in the school's behavioural expectations at the earliest opportunity.
- Providing any bespoke CPD in response to any specific need that may arise. This may or may not involve the use of external agencies depending on the specific nature of the required CPD and the behaviours involved.
- Ensuring that all staff have at least the yearly statutory safeguarding training.
- Ensuring that there are designated staff who are appropriately trained to deliver interventions which support children's mental health and well-being.
- Ensuring that there are designated staff who are trained to use reasonable force as a last resort in the form of physical restraint Training.
- Ensuring that members of staff are Thrive trained so that they are well equipped to support children's mental health and wellbeing.
- Providing regular training throughout the school year in order to ensure that staff understand how to make the school environment inclusive.

## **Inclusion**

As a school, we consistently and fairly promote high standards of behaviour for all, whilst recognising that some children may require additional support in order to achieve and learn well. As a school, we do not use SEND as justification for inappropriate behaviour, but will consider whether an individual's needs may contribute to their misbehaviour, making reasonable adjustments as appropriate.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The Equality Act 2010 requires schools to ensure children are treated fairly and to make reasonable adjustments to ensure that all children can access their education. These protections apply equally to policies on behaviour.

As an inclusive school, we understand that for some children following our behaviour expectations is beyond their developmental level, and we are committed to taking reasonable steps to ensure the inclusion of a child with challenging behaviour (Section 9.92, SEND Code of Practice, 2015). In this case, these children will have access to a personalised approach in addressing their needs through the creation of bespoke positive behaviour support plans, which are linked intrinsically to the whole school rules of Ready, Respectful, Safe. These plans will be written by the SENDCo and in partnership with parents and, where appropriate, other outside agencies. Should children's behaviours improve enough for them to be removed from their personalised behaviour plans, they will be re-introduced to the whole school

expectations of **Ready, Respectful, Safe**. This will be done in a supportive way and will be monitored to ensure that it is effective.

As part of our duties, we will endeavour to identify any triggers, although we recognise that this may not always be possible, and will put support in place in order to prevent these, for example movement breaks for a child who finds it difficult to sit still. Any preventative measures we take will consider the specific need of the individual child in question.

Rather than isolating children who may struggle to regulate their behaviours, we have provided children with a 'calm corner' in which they can separate themselves from their peers in a calming, quiet space until they have regulated their senses and are ready to reintegrate themselves back into the classroom environment. This separation space is not used as a sanction.

As a school, we have designated staff who have been suitably trained to support children who may be struggling with their behaviour. This support may come in the following forms:

- Taking part in the 'Marvellous Me' intervention where children are encouraged to see themselves as an individual and what is special and important about them.
- Receiving bereavement support from a trained staff member (Jo & Mya Education Project).
- Working with a Thrive practitioner on activities to develop the child's social and emotional wellbeing.

### **Thrive Intervention**

Where a child has been identified as having disrupted social and emotional needs, parental consent will be obtained to carry out an online assessment. Once online assessments have been carried out, the level of Thrive intervention will be identified, namely:

- **Level 1:** Thrive strategies built into daily classroom routines which will benefit all children in the class, but in particular the identified child. These strategies will be provided by a Licenced Thrive Practitioner, but will be carried out by the class teacher and TA.
- **Level 2:** Group Thrive intervention where children with similar disruptions will be grouped and will work with a TA under the guidance of a Licensed Thrive Practitioner.
- **Level 3:** 1:1 Thrive sessions with a Licensed Thrive Practitioner.

Thrive action plans and online assessments will be updated at the end of each half-term in order to measure impact.

### **Child-On-Child Abuse**

At Hart Primary School we are committed to the prevention, early identification and appropriate management of child-on-child abuse. We hold the ethos of 'it could happen here' and all staff are aware that it is everyone's responsibility.

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. Further information on this can be found in our Child Protection Policy.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff or another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Monitoring Behaviour**

The Headteacher will monitor the effectiveness of this behaviour policy on a termly basis, to assure it is implemented effectively and fairly, reviewing it annually. Methods used to monitor include:

- Lesson observations and learning walks
- Behaviour logs
- Behaviour entries on CPOMs
- Pupil, staff and parental questionnaires

In particular, the visible and verbal consistencies of the behaviour policy will be monitored with personal follow-ups with appropriate members of staff.

## Hart Primary School Behaviour Blueprint

*This is the Hart Primary School way...*

### Our Vision...

***To give all the opportunity to be the best that they can be and have fullness of life.***

### Our Values...

***Thankfulness, Friendship & Trust, Compassion,  
Always our best***

### Our Rules...

# Ready ~ Respectful ~ Safe

#### Positive Recognition:

- ✓ House Tokens
- ✓ Reward Certificates
- ✓ Good News Notes
- ✓ Phone Calls Home

#### Stepped Sanctions:

- ✓ Caution
- ✓ Time Out in class
- ✓ Time Out in another class
- ✓ Escalation

#### Restorative Follow-Up:

- ✓ What happened?
- ✓ Who is affected?
- ✓ How did it make people feel?
- ✓ How can we put it right?
- ✓ How can we do things differently in the future?



Our Vision:

*To give all the  
opportunity to be the  
best that they can be  
and have fullness of  
life.*



Our Values:

- *Friendship & Trust*
- *Thankfulness*
- *Compassion*
- *Always our best*



Our Rules:

- ***Be Ready***
- ***Be Respectful***
- ***Be Safe***





# School Behaviours Curriculum

The following behaviours are the key habits and routines we expect from our children as a minimum.

They relate directly to our Code of Conduct: **Ready, Respectful, Safe** and should be consistently implemented, modelled and reinforced by all staff at all times.

All adults should use the language **Ready, Respectful, Safe** consistently when acknowledging positive behaviour and when addressing misbehaviour.

When dealing with children with SEND, adults should consider if the child's needs contribute to their misbehaviour and should adjust these key habits and routines accordingly to ensure that the child receives the additional support required to achieve and learn well.

<b>Be Ready</b>	<ul style="list-style-type: none"> <li>When an adult requires the attention of children, the relentless routine of '5, 4, 3, 2, 1 Give me 5' will be used and adults should not begin to speak until they have the attention of all children.</li> <li>Teachers will be at their classroom door at the correct time in order to welcome children.</li> <li>Children will have a positive learning attitude, this means being ready to learn and being on task when they are required to.</li> <li>Children will have the correct equipment in order to be able to start their work. Adults should facilitate this by ensuring children are in a good routines including looking after their equipment, that classrooms are tidy and orderly so that children can readily access what they need and that expectations of what children need are communicated to them effectively.</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Children and adults will greet each other with a 'hello' and a smile, and will hold doors open for each other.</li> <li>Children and adults must speak kindly to each other.</li> <li>Children and adults must use an appropriate volume when speaking to each other, shouting at adults or at children is not permitted.</li> <li>Children will sit smartly in assemblies and will listen to whomever is speaking, not chatting mid-assembly—adults should ensure that this happens during assembly times.</li> <li>Children will be publicly praised and celebrated for demonstrating the school values of: Thankfulness, Friendship &amp; Trust, Compassion and Always our best.</li> <li>Children will not shout out if they need to ask a question or contribute.</li> <li>Children and adults will use their manners at all times (Please, Thank You) and will not speak over each other.</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>When moving inside of school and from school onto the playground, children will line up sensibly and quietly and will be led by an adult, who will guide the children to walk until they reach their destination.</li> <li>Children will keep their hands, feet and unkind words to themselves.</li> <li>Children will not play games on the yard that involve grabbing or pushing each other – adults will ensure that children are sufficiently supervised and engaged in other activities so that these games are minimised.</li> <li>Children will not wander around the classroom and will check with an adult before leaving their seat to fetch equipment.</li> <li>Children and adults will use classroom equipment correctly.</li> </ul>



# **“5, 4, 3, 2, 1, Give me Five”**



Empty hands



Eyes on the  
speaker



Be still



Be quiet



Listen

## Appendix 5 – Rewarding Positive Behaviour and Attitudes





### Hart Superstar Award



Awarded to \_\_\_\_\_

For \_\_\_\_\_

Learning Powers Demonstrated

Don't give up <input type="checkbox"/>	Be co-operative <input type="checkbox"/>	Be curious <input type="checkbox"/>
Use your imagination <input type="checkbox"/>	Have a go <input type="checkbox"/>	Keep improving <input type="checkbox"/>

Signed: \_\_\_\_\_



### Hart Golden Quill Award




Awarded to \_\_\_\_\_


For \_\_\_\_\_

Signed: \_\_\_\_\_






### Hart Mathematics Award



Awarded to \_\_\_\_\_

For \_\_\_\_\_

Signed: \_\_\_\_\_





### Hart Citizenship Award



Awarded to \_\_\_\_\_

For \_\_\_\_\_

School Values Demonstrated

Friendship and Trust <input type="checkbox"/>	Thankfulness <input type="checkbox"/>	Compassion <input type="checkbox"/>	Always Our Best <input type="checkbox"/>
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Signed: \_\_\_\_\_