



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
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Behaviour Policy

Aims

Hallgate Primary School Behaviour Policy is based on a shared set of aims and values and an agreed understanding of rights and responsibilities.

At its core are three aims:

- encouraging and rewarding good behaviour through setting clear expectations and regularly celebrating success.
- reducing unacceptable behaviour through establishing clear behaviour expectations and a consistent and fair hierarchy of consequences.
- supporting the children to become responsible, respectful individuals, as outlined in the British Values.

Underlying Principles

At Hallgate Primary School, our behaviour expectations are closely linked to developing positive behaviours for learning through our Super Learner skills, and promoting respect, friendship, honesty and responsibility through our Hallgate Values. The School ethos is one which makes everyone feel valued and respected and encourages pride in our School. We recognise the importance of developing our pupils as thoughtful and considerate citizens, who embrace and respect others' opinions, cultures and religious beliefs, which we deliver through our PSHE, RSE and SMSC provision across the curriculum.

We know that good behaviour is an essential factor in achieving successful teaching and learning and every adult has a vital role to play in encouraging, modelling and supporting good behaviour. Hallgate Primary School has high expectations of behaviour from all pupils in and out of classes, around the school and when on school visits.

We have a clear set of school rules and adults do not ignore unacceptable behaviour. Having high expectations, acting as positive role models and rewarding pupils enables us to promote positive behaviour. Every opportunity should be taken to enhance self esteem by praising achievement and emphasising the positive rather than the negative aspect of a child's behaviour.

In order to effectively promote and manage good behaviour, the School will ensure:

- Expectations will be communicated clearly and school behaviour expectations will be applied consistently and fairly.



- The School's behaviour expectations will be displayed widely around school and communicated to parents/ carers on the school website.
- The School will promote a positive ethos of encouragement, approval and understanding in order for good behaviours to be reinforced.
- Staff will focus on praising children for making the right choices, rather than catching them breaking the rules.
- Staff will use an appropriate tone and volume with children and not lose their temper; they control situations assertively and calmly, allowing children to choose to follow the school behaviour expectations or face consequences.
- The education of children and the prevention of all forms of bullying will be a high priority.
- Procedures for behaviour management and sanctions will be followed as appropriate to the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances.

Rewarding Positive Behaviour

Children making good behaviour choices will be rewarded in a variety of ways which include:

1. Name moved to silver for 'Wow' behaviour
2. Receive a 'Wow' certificate, sticker from the Headteacher and text home
3. Receive house points
4. Receive class rewards
5. Mention in Special Mentions assembly or main school assembly
6. Headteacher informed
7. Parent/Carer informed

House Point System

All children belong to a House which they remain in throughout their time at Hallgate. House points can be awarded by any member of school staff. The points may be learning related or behaviour related and are given for excellent behaviour, excellent work, excellent effort, good attitude.

Each week the children add their merits to a collective score for their house and the winning House for the week is announced in assembly and displayed on the notice board.

Individual Star Awards

In addition, House points count towards individual 'Star awards'. Once a child has gained 20 points they receive a reward certificate to take home. The certificates are collected and are used to gain a series of star awards. These are presented in Special Mentions assembly:

- Red star: 10 certificates (200 points)
- Yellow star: 20 certificates (400 points)
- Blue star: 30 certificates (600 points)
- Green star: 40 certificates (800 points)



Silver star: 50 certificates (1000 points)
Gold star: 60 certificates (1200 points)
Platinum star: 80 certificates (1600 points)

Hallgate Behaviour Expectations

At Hallgate Primary School, all adults in school follow clear behaviour expectations outlined in the Hallgate Behaviour Expectations chart (Appendix 1); these are displayed in each classroom.

This shows the consequences – both rewards and possible sanctions – resulting from specific behaviours in school and identifies where children are on the chart during the day.

Key points:

- Adults use the Behaviour Expectations chart with the child as appropriate to identify behaviour and consequences.
- Children are always provided with 'Thinking Time' to allow them to calm down if something has upset them. It also allows them to reflect on making the right choices. At playtimes / lunchtimes, this will involve standing away from the rest of the children.
- Teachers are encouraged to use a range of de-escalation strategies to manage poor behaviour, particularly persistent low level behaviour issues. These may include: a short discussion about choices and consequences, change of task, time out, moving seats, moving to another classroom. **Standing children outside the classroom is not a part of the Hallgate behaviour management strategy.**
- Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy. Other relevant documents include a risk management plan, Behaviour Support competencies framework and graduated response document.

Power of 3

All staff use a raised hand as the main signal to manage behaviour around the school.

When a member of staff raises their hand the expectation is that all children will:

1. STOP and raise their hand
2. Look towards the teacher
3. Show empty hands

All adults are asked to participate in this too, as role models.

Consequences of Behaviour Choices

Children are taught that different behaviours result in different consequences.

Wow Awards



Children who have achieved something over and above the normal expectations can be awarded a WOW certificate for specific achievements. This results in a certificate going home, a sticker from the Headteacher and a text to parents to inform them of the WOW.

Green Behaviour

Children start each day on green. This emphasises the learning and conduct expectations of the school. Children are clear about what is expected.

Wobbly Behaviour

A verbal warning is given for wobbly behaviour to give the child the opportunity to turn things around.:

- It will be made clear which behaviour needs to change.
- It will be made clear that if the child's behaviour doesn't change, his/her name will move to yellow and this will result in a consequence.

Low level action may be taken to support the child, e.g. moving them to a different table, offering time out, removing them to a paired classroom, removing equipment, etc. At playtimes / lunchtimes, time out will involve standing away from the rest of the children.

Consequence if behaviour continues :

1. Name moved to yellow wobbly behaviour chart

In addition this may also include:

- Time out at another table so that the child can calm down and reflect on getting back on track.
- Moving the child within the classroom, so that they do not interfere with other children, but can still actively participate.
- Moving the child to a different classroom to calm down.

2. Five minutes off next break to discuss behaviour with child and /or a loss of privileges

Discussion will:

- Focus on impact on their own learning and the learning of other children.
- Focus on how it makes them feel, others feel, you feel.
- Emphasise a fresh start after break.

Red Unacceptable Behaviour

A child's name is moved to red when their behaviour meets the criteria in the unacceptable grid. Once on red, it stays there until the end of the day.

Parents will be informed by the member of staff dealing with the incident, either via telephone or spoken to at the end of the school day.

A reflection sheet may be completed with the child as appropriate.



The incident **must** be logged on CPOMS; this needs to be done as soon as possible, and ideally the same day. Details to record include: key facts of what happened, who else was involved and actions taken by members of staff. Follow up actions are also logged on CPoms, using the 'Add Action' function. (Staff need to be logged into CPoms using two-factor authentication, in order to add an action).

Consequences can be expected to include:

1. Senior members of staff / Headteacher informed via CPOMS alert, or directly if needed.
2. Exclusion from the class or playground for extended 'Reflection' time with an adult
3. Parent/Carer informed.

In exceptional circumstances and only with the Headteacher's approval:

4. Internal exclusion
5. Exclusion from school

Break Times

High expectations of behaviour continue at break and lunch times.

Consequences for poor behaviour at break times include:

1. Time out standing with an adult
2. 5 minutes time off play
3. Removal from the lunch hall to sit with a senior leader
4. Removal from the playground to sit with a senior leader

Resolving Conflict

Hallgate Primary School teaches children how to manage and take responsibility for their behaviour and to understand the impact their behaviour has on others. Children are taught how to take responsibility for resolving any conflicts they may have had and are encouraged to calmly discuss how things have made them feel and whether or not they have done wrong to somebody.

The discussions following a disagreement or conflict ensure that children:

1. Have a chance to tell their side of the story and feel heard
2. Understand better how the situation happened
3. Understand how it can be avoided another time
4. Feel understood by the others involved
5. Find a way to move on and feel better about themselves

Foundation Stage Pupils

Foundation Stage pupils are learning to mix, share and co-operate. Their first few terms at school are preparation for accepting and complying with the behaviour expectations.



Up to 5 minutes of 'Time Out' (depending on the individual) may be used in the classroom and on the playground for yellow wobbly behaviour. This will always be followed by a discussion with the child.

Unacceptable behaviour will always be discussed with parents.

Pupils with SEND

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Children's behaviour will be regularly monitored by the school. The processes in place include:

- Evaluation and analysis of behaviour incidents recorded on CPoms.
- Verbal feedback of informal observations and concerns from staff members.

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher, the Phase Leader and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.

Conduct Outside School

Rewards and consequences will also be applied to children's behaviour outside the school, in certain circumstances, for example, when a child is:

- Taking part in any school-related activity
- Identifiable as a pupil at the school
- Where misbehaviour could have repercussions for the orderly running of the school
- Where behaviour could pose a threat to another pupil
- Taking part in lunchtime / after school clubs or other extra-curricular activities.

Exclusion (DfEE Circular 10/99)

It may be appropriate to exclude a child for a fixed term while behaviour is being considered, in the light of a number of serious breaches of school discipline or the possibility of safety and wellbeing of other pupils or adults being under threat if the excluded child were to remain in school. Exclusion will be considered an option where there has been:

- Excessive or persistent verbal or physical aggression against a staff member or a pupil
- Excessive or persistent disruption to classroom learning
- Excessive or persistent damage to property or the environment
- Excessive or persistent unacceptable behaviour such as bullying



Before a pupil is excluded a range of alternative strategies will usually have been tried. Exclusion will often be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. However, a permanent exclusion can be given for a first offence, e.g. involving violence, when the Headteacher and Deputy Headteacher has had adequate time to consider the incident in question.

Such action will be exceptional and will generally relate to extreme behaviour and constitute a serious breach of school rules. The Headteacher / Deputy Headteacher has a duty to ensure good order and discipline among pupils and to safeguard their health, safety and welfare when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere.

Roles and Responsibilities

Pupils

Pupils are expected to follow the Hallgate School Behaviour Expectations

Parents

All parents can support the school in implementing the behaviour policy by:

- Encouraging positive behaviours for your child.
- Informing the school of any behaviour concerns or issues and work together with staff to resolve them.
- Celebrating the positives with your child.

Staff

All staff can help to promote positive behaviour through:

- Clear systems and procedures for moving around the classroom, school and grounds.
- Clear expectations of behaviour for learning.
- Promotion of values for how to treat others.
- Ensuring the learning needs of all children are met.
- Acting as role models.
- Not ignoring unacceptable behaviour.

Governors

Governors support the school behaviour expectations by:

- Determining, supporting, monitoring and reviewing school policies. They are actively involved in the annual review of the policy and guidelines.
- Attending, as required, discipline committee meetings to review exclusions within the school and determine guidelines for school procedures.
- Being proactive and supportive of discipline within school.
- Ensuring that parents receive a copy of the school's behaviour policy and that the school rules are made explicit.

Equality Duty



In our school, we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Hallgate Primary School is about enabling all children to achieve their maximum potential as individuals and as members of society and ensuring equality of opportunity and treatment for all members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued and recognised.

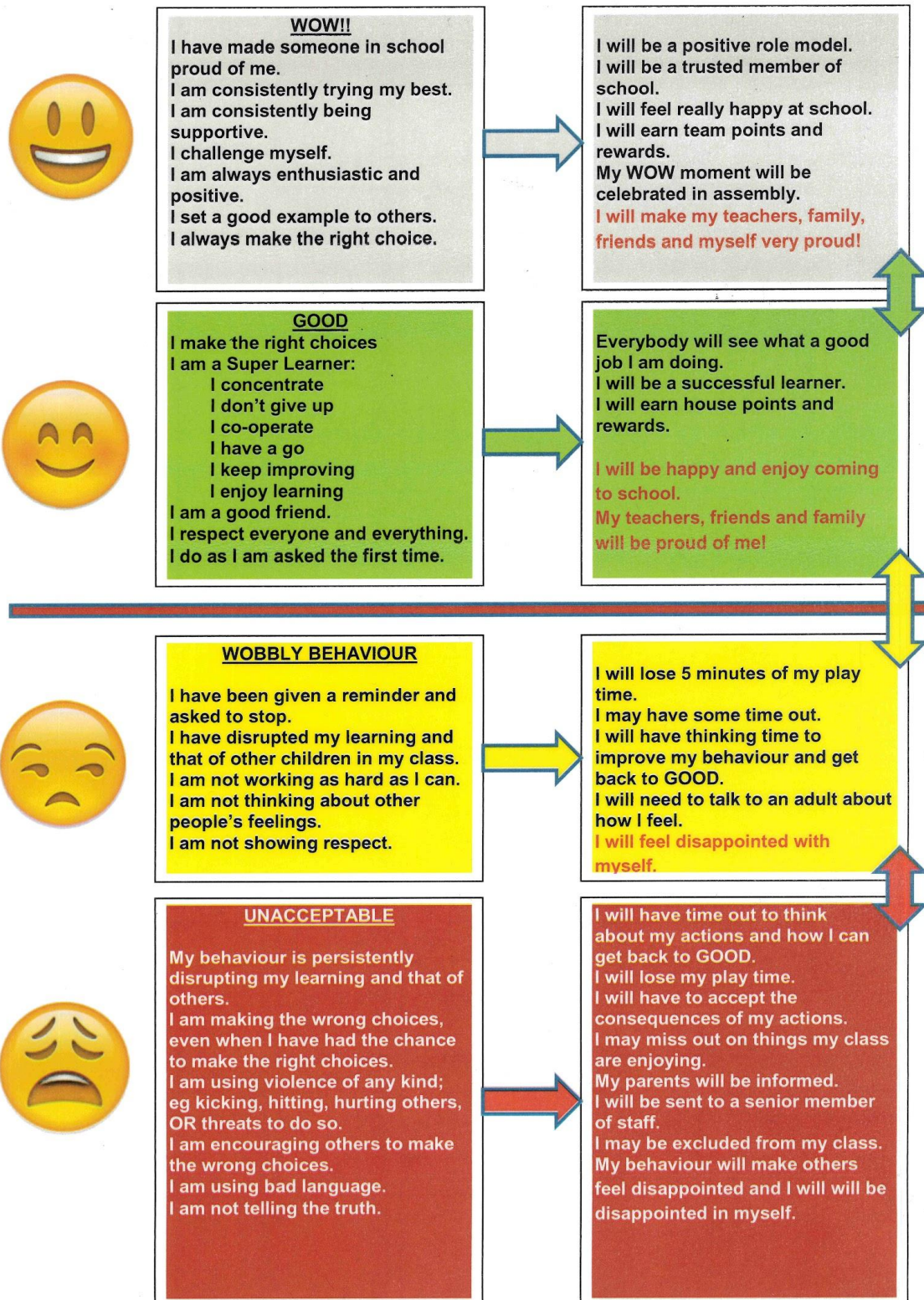
Safeguarding Duty

We aim to create an atmosphere in which children feel secure and valued. We work in partnership with parents and carers to support children in every way possible. The Children's Act places a clear responsibility on schools to ensure that they work together with agencies to safeguard and promote the welfare of all children. If safeguarding concerns are raised by the school, a child, or a parent, the matter is dealt with following the Child Protection / Safeguarding policies.

This policy will be reviewed at least annually and necessary improvement will be made following review.

The last review took place in **June 2023**.

Our Behaviour Expectations





Reflection Sheet (following unacceptable behaviour)

Name:	
Date:	

What did I do?	How did the situation happen?
Who did I hurt or upset as a result of my action?	What can I do so that I don't break this rule again?

Adult's Comments:
