

SUCCESS 

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# Halbrook Primary School

## Behaviour Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 15 October 2024 V1	
Date of next review	October 2025
Publication:	Website- Statutory

This policy is reviewed annually to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	October 2024	Headteacher (TB)	New Policy

## Intent

At Hallbrook Primary School, we believe that the right culture is essential for securing behaviour for learning that enables every pupil to succeed in his or her learning. In line with our mission statement, Believe, Achieve, Succeed, it is a primary aim of our school that every member of the school's community feels happy, valued and respected and that each person is treated fairly and well. Through the development of our core values, we aim to promote relationships that are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school and the wider community. We want to create a caring and supportive culture in which all members of the Hallbrook Community feel **ready, respected** and **safe**.

## Implementation

We have three simple rules: be ready, be respectful, be safe. These can be applied to the many situations and contexts which arise in school and are explicitly taught and modelled.

We recognise the importance of a consistent approach, underpinned by clearly stated values that are shared with all members of the school community in order to develop excellent standards of behaviour.

We encourage positive behaviour recognition as the key strategy to adopt high expectations of behaviour and to develop quality relationships.

We understand the link between self-esteem and poor behaviour; we focus on the development of self-confidence, self-discipline, and reflective behaviour conversations that are restorative in their approach.

We provide a safe environment free from disruption, violence, bullying and any form of harassment.

We recognise that where unwanted behaviour is observed, this is a pupil's way of communicating their emotions. These children will have individual behaviour plans in place that may include rewards to reinforce positive behaviour, and outside agencies may be involved.

We use consistent approaches, with consistent language, in order to maintain fairness and expectation with equality in mind.

We encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.

We have a blueprint for behaviour (over the page) that exemplifies the consistent approaches that are designed to create an ethos of reflection and repair: rules, relentless routines, visible consistencies and scripted responses, that all children and staff follow.

We ensure that good behaviour is about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private and are rewarded for 'Above and Beyond' behaviour.

## **Impact**

Implemented consistently and positively by all members of the Hallbrook Community, we aim for our Behaviour Policy to have the following impact:

- Positive, respectful attitudes towards each other, the environment and learning.
- A calm approach that is applied with consistency and fairness.
- Adults and pupils who take responsibility for their behaviour, develop reflection and become role-models.
- Active promotion of positive behaviour and restorative approaches.
- A safe, comfortable and caring environment where optimum learning can take place.
- Respect for others within the whole school community; a caring ethos across the school without exception.

# Our Behaviour Blueprint

## Our Core Values

Friendship



Respect



Independence



Confidence



Perseverance



## Our Rules



Be Ready  
Be Respectful  
Be safe



## Visible Consistencies

Ready to listen  
Calm adult behaviours  
Expected behaviours praised first  
Daily meet and greet



## Above and Beyond Recognition

★ Dojos for above and beyond ★  
★ Dojo Champion ★  
★ Hot Chocolate Friday ★  
★ Recognition boards ★

## Relentless Routines

### 1. Quality Audiences

Smart sitting  
Listening  
Looking

### 2. Quality Movement

Quiet and calm  
Quickly equipped  
Ready to Learn

### 3. Quality Conversation

Turn-taking  
Responding to cues  
Thinking and asking

## Stepped Boundaries

1. Reminder of rule (ready, safe, respectful)
2. Reminder of choice (30 second script)
3. Behaviour conversation (2 minutes at break/lunch, end of day)
4. Mentoring conversation and restore (10 mins with adult in charge at break/lunch, if p.m. R/KS1 speak to parent, KS2 carry over to next day and inform parent)  
Next steps:
5. Mentoring conversation with parent (teacher/parent/pupil)
6. Mentoring conversation with SLT (individual)




## Microscripts and Mantras

1. I can see that \_\_\_\_ (your behaviour is/you are making a poor choice)
2. The rule in school is \_\_\_\_\_ (ready, respectful, safe)
3. Do you remember when \_\_\_\_\_ (positive behaviour/kindness)
4. I/We need/expect to see \_\_\_\_\_.
5. Thank you for listening.

## Restorative Questions

1. What happened?
  2. What were you thinking/feeling?
  3. Who has been affected? How?
  4. What could we do to put this right?
  5. How could you do things differently /how could we help you next time?
- If time allows, finish with a positive shared experience.





## Our Rules

<p style="text-align: center;"><b>Be Ready</b></p>  <p style="text-align: center;">Our school is a place where we learn. Everyone needs to make the choice to be ready to learn.</p>	<p style="text-align: center;"><b>Be Respectful</b></p>  <p style="text-align: center;">Our school is a place where we are considerate of others and think about how we might affect a situation. Respect is earned, but we understand that we can give it for free.</p>	<p style="text-align: center;"><b>Be safe</b></p>  <p style="text-align: center;">Our school is a safe place to learn. Everyone needs to think carefully about actions that will affect our safety or the safety of others.</p>
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<b>To be ready I will...</b>	<b>To be respectful I will...</b>	<b>To be safe I will...</b>
<ul style="list-style-type: none"> <li>✓ Wear the correct uniform</li> <li>✓ Have the correct resources</li> <li>✓ Show a positive attitude</li> <li>✓ Challenge myself</li> <li>✓ Have eyes looking and ears listening</li> <li>✓ Maintain a good learning position</li> <li>✓ Walk calmly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions</li> <li>✓ Listen carefully to others</li> <li>✓ Speak respectfully with manners</li> <li>✓ Show kindness to everyone</li> <li>✓ Think before I speak out</li> <li>✓ Walk in a calm and quiet way</li> <li>✓ Be considerate of others</li> <li>✓ Respect all, regardless of difference</li> <li>✓ Respect my environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk in a calm considerate way</li> <li>✓ Follow the Hallbrook routines in school</li> <li>✓ Listen to instructions, in and out of school</li> <li>✓ Promote kindness and equality</li> <li>✓ Be a good role model</li> <li>✓ Keep my hands and feet to myself</li> <li>✓ Be safe online</li> <li>✓ Act safely in the community</li> <li>✓ Be aware of others and know my boundaries</li> </ul>

## Visible Consistencies

The foundation of our school is excellent behaviour. We focus on a visible culture of impeccable conduct from adults and children alike and achieving a consistency that is palpable, audible and highly visible. We have agreed on these core consistencies to be implemented by all staff at all times.

<p>Ready to Listen</p> 	<p>Calm, Consistent Adult Behaviours</p> 	<p>Expected Behaviours Praised First</p> 	<p>Daily Meet and Greet</p> 
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Ready to Listen	Calm, Consistent Adult Behaviours	Expected Behaviours Praised First	Daily Meet and Greet
<p>Embellished countdowns Get ready to listen, eyes on me Everyone listening before the speaker speaks. Clear instructions and expectations</p>	<p>Consistent language for behaviour: consistent scripts and positive rather than consequence based. Adults are calm, do not shout and are emotionless when tackling behaviour. Public praise, private penalties.</p>	<p>Verbal praise Catch pupils making right choices Recognition board Hot chocolate Friday Dojos for above and beyond, focused on character muscles Use positive behaviour to encourage others in class Triangulation with other adults "Thank you!" Stickers</p>	<p>Children are met by adults each day Notice something new, know likes, hobbies, interests etc End lessons, end of day with behaviour reflections and feedback Positive interactions are guaranteed</p>

## Above and Beyond Recognition

Our policy is to reward children for going 'above and beyond' so that there is no limit to excellent behaviour. The phrase will be used in classrooms to highlight children who show behaviours that are above expectations. It will be used when presenting awards, giving Dojo points and adding names to the Recognition Board. Focusing on behaviour that is above and beyond creates an immediate shift in expectations and gives children something to reach for. We will recognise children who go above and beyond in the following ways:



### Recognition Boards

Whole class focus on an aspect of behaviour.

When children are seen demonstrating the focus behaviour, their name is added to the Recognition Board.

Aim for everyone's name to be on the board by the end of the day/lesson.



### Hot Chocolate Friday

Pupils are nominated for 'above and beyond' behaviour. Any staff member can nominate the session will take place on Fridays with the Headteacher and recognise any child who has received a nomination.

### Celebration Assembly

Dojo Champion (with trophy)

Certificates

Hot chocolate nominations

### Class Dojos- Above and Beyond

Class Dojos are received when pupils show behaviour that is consistently good and is above the expectations of the routine behaviour. The dojos are focused on core values and character muscles rather than attainment.

Parents are notified through the online system.



### Class Dojo Champion

Awarded each week to the child in each class with the most dojo points







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**We are awarded dojos for demonstrating our core values and using our character muscles to go above and beyond!**



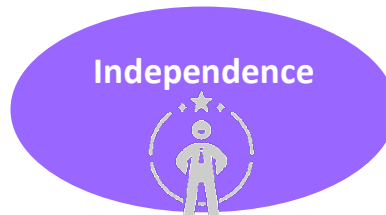
**Friendship**

- Kindness
- Empathy
- Cooperation
- Good humour



**Respect**

- Listening
- Gratitude
- Honesty
- Communication
- Tolerance



**Independence**

- Curiosity
- Imagination
- Efficiency
- Questioning



**Perseverance**

- Resilience
- Problem - solving
- Optimism
- Concentration



**Confidence**

- Risk taking
- Courage
- Creativity
- Self-esteem

**We also earn dojos when we go above and beyond in our learning.**



## Relentless Routines

Core school routines, implemented consistently by all adults and children, have a significant impact on behaviour. Well-planned and effectively executed core routines will initiate productive routines in our children. These core school routines create consistency of expectation and simplify behaviours for all children wherever they are and whoever they are with.

 <b>Quality Audiences</b>	 <b>Quality Movement</b>	 <b>Quality Conversations</b>
<p>1. We sit smartly</p>  <p>2. We look attentively</p>  <p>3. We listen carefully</p> 	<p>1. We are quiet and calm</p>  <p>2. We quickly find what we need</p>  <p>3. We are ready to learn</p> 	<p>1. We take turns</p>  <p>2. We respond respectfully</p>  <p>3. We think carefully and ask politely</p> 

## Relevant Responses

A planned and consistent response is essential when dealing with poor behaviour choices. What we say to children and how we say it can undermine the positive relationships we have worked so hard to create, so it is helpful to have a planned response which is created and delivered with kindness, empathy and understanding. Our behaviour conversations with children are restorative in nature because when trust has been broken or behaviour has gone below minimum standards, they protect relationships and teach behaviour.

Stepped Boundaries	Microscripts and Mantras	Restorative Questions
<ol style="list-style-type: none"> <li>1. Reminder of rule (ready, safe, respectful)</li> <li>2. Reminder of choice (30 second script)</li> <li>3. Behaviour conversation (2 minutes at break/lunch, end of day)</li> <li>4. Mentoring conversation and restore (10 mins with adult in charge at break/lunch, if p.m. R/KS1 speak to parent, KS2 carry over to next day and inform parent)</li> </ol> <p>Next steps:</p> <ol style="list-style-type: none"> <li>5. Mentoring conversation with parent (teacher/parent/pupil)</li> <li>6. Mentoring conversation with SLT (individual targets and plan – parent informed)</li> </ol> <p>If a child needs a short amount of time to calm down at any point, there should be space in the classroom where this can happen.</p>	<ol style="list-style-type: none"> <li>1. I can see that _____ (your behaviour is/you are making a poor choice)</li> <li>2. The rule in school is _____ (ready, respectful, safe)</li> <li>3. Do you remember when _____ (positive behaviour/kindness)</li> <li>4. I/We need/expect to see _____.</li> <li>5. Thank you for listening.</li> </ol>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking/feeling?</li> <li>3. Who has been affected? How?</li> <li>4. What could we do to put this right?</li> <li>5. How could you do things differently /how could we help you next time?</li> </ol> <p>If time allows, finish with a positive shared experience.</p>

## **Reporting and Recording**

At Hallbrook, we use our behaviour spreadsheet to record our concerns and actions. The system does not transfer responsibility, but enables staff to make a record and undertake analysis over time. The adult who has been involved in managing the behaviour should complete the record from Step 3. Parents should be informed from Step 4, in person where possible and otherwise by phone, using agreed language for behaviour.

## **Serious Incidents**

In cases of severe misbehaviour (fighting, vandalism, defying an adult, bullying, inappropriate challenge, threat of violence towards another pupil or adult, intimidation, violence or disrupting the class from functioning), staff should send a message to the office, using the class radio or emergency lanyard, who will contact a member of the Senior Leadership Team. The Leadership Team will provide support to manage the situation. In these cases, parents will be notified of the incident and informed of any action taken.

Bullying in all of its forms will not be tolerated within school. Every incident of bullying will be followed up, dealt with and recorded. Bullying affects everyone and not just bullies and victims. It affects those who observe it and those who may be drawn in through group pressure. Bullying is not an inevitable part of school life, nor a necessary part of growing up; it does not usually sort itself out. We will always work together with children and their parents in order to ensure that every child feels safe and secure in our school. See separate anti-bullying policy.

A serious incident may result in an internal exclusion (where the child spends a designated time away from their classroom and peers) or a fixed term period of exclusion from school. The Head teacher does not take this final sanction of exclusion lightly. Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. See separate policy for exclusion.

## **Use of Physical Intervention**

On the rare occasion that a pupil is putting themselves or others at risk of harm, staff may need to intervene to secure the safety of pupils and adults. Physical intervention is only ever used as a last resort in line with government guidelines, and only by staff who have completed the relevant Team Teach training. In these cases, parents will be notified and informed of any action taken. See separate policy for physical intervention.

## **Special Education Needs and Disabilities**

Children who are on the Special Educational Needs/Disabilities (SEND) register with identified needs or disabilities which affect behaviours and responses, may have their own Individual Behaviour Plans, in which case reasonable adjustments will be made and alternative expectations and strategies may be in place. See separate policy for Special Educational Needs and Disabilities.

## **Allegations Against Staff**

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action, including exclusion, will be taken against pupils who are found to have made malicious accusations against school staff. See separate policy

## **Outside School and the Wider Community**

We anticipate that the implementation of our behaviour policy will result in pupils who are ready, respectful and safe in all circumstances and contexts, whether in school or out. As such, expectations for behaviour on school visits and out of school activities remain as those for in school. Risk assessments will be undertaken for any pupil who may face particular challenges when participating in out of school visits.

Hallbrook recognises its legal responsibility to regulate the behaviour of pupils when they are outside school, in order to protect the reputation of the school and secure behaviour which does not threaten the health, safety or emotional wellbeing of pupils, staff, or members of the public or cause damage to property owned by the school or the public.

## **The Role of Parents**

We recognise that parents have a vital role to play in their child's education and we are keen to encourage parents to partner with school to support children's learning and promote behaviour which enables all members of the school community to be ready, respected and safe. The school is very conscious of the importance of having strong links with parents and good communication between home and school and will do so via Class Dojo and telephone, as well as providing information about, and involvement in, any behaviour conversations about their child.

The Behaviour Policy is accessible to all parents/carers via the School Website and a paper copy is available on request. We expect all members of the school community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in a manner within our school that enables everyone to feel ready, respected and safe when discussing concerns, incidents or complaints.

## **Equality** (See separate policy)

In line with the requirement of the Equality Act 2010 and the combined equality duty of 2011, in developing this policy Hallbrook Primary School has taken due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

In endeavouring to advance equality of opportunity in relation to this policy, we will give relevant and proportionate consideration to:

1. Removing or minimising disadvantages suffered which are connected to a protected characteristic a person has.
2. Taking steps to meet the needs of people who have a protected characteristic.
3. Encouraging people who have a protected characteristic to participate fully in any activities.

## **Monitoring**

The Head Teacher 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. On a weekly basis, the headteacher analyses trends in the behaviour spreadsheet and generates actions. Where patterns are noticed, these may be recorded on CPOMS as part of building a wider picture around the child and changes in behaviour. The headteacher identifies patterns that are linked to vulnerable groups and shares actions with appropriate staff. These documents are shared with governors as part of the auditing and accountability process.

## Glossary for Behaviour Policy

**Positive behaviour recognition-** Positive behaviour management is defined as an approach that emphasises prevention, support for pupils, avoiding confrontation with pupils and focusing on the development of values, relationships and character building.

**Restorative approach and conversations-** A restorative approach empowers students to resolve conflicts with support or on their own and in small groups. The pupils are brought together in peer-mediated small groups to talk, ask questions, and air their grievances. Research shows that restorative approaches can transform pupils' behaviour and build healthy school communities.

**Individual behaviour plans-** Individual Behaviour Plans consist of recommendations for children who consistently find it difficult to comply with school rules or meet behavioural expectations. Teachers will work with parents and other staff to create a plan to support these children to develop self-regulation and adapt to their needs. The aim of the plan is to develop a series of actions that can be taken to guide the child's behaviour. Sometimes, outside agencies may support in the creation a plan in order to further support the child and family.

**Consistent behaviour language-** Pupils are able to participate in learning more effectively when they have a clear understanding of classroom procedures and their importance. If students can name the expectations and receive consistent responses to their behaviour, they are in better control of their actions. Pupils are able to participate in learning more effectively when they have a clear understanding of classroom procedures and their importance.

**Blueprint for behaviour-** The one-page profile of behaviour expectations and routines in the school.

**Relentless routines-** routines that are taught to all pupils (in an age-appropriate way) that should be used and embedded in every classroom and school environment, by all adults that use the consistent language associated with the routines.

**Visible consistencies-** Consistent behaviours and approaches that can be seen throughout the school, used by every adult as a behaviour strategy in order to develop a positive ethos, ensuring the pupils feel a 'deliberate botheredness' and reliable consistency from all adults.

**Scripted responses-** consistent, scripted and planned interactions from adults to pupils when they are displaying unwanted behaviour or poor choices.

**Character muscles-** the characteristics linked with life skills e.g. resilience and perseverance.

**Triangulation with other adults-** when adults communicate between each other about a pupil's success so they can reinforce the positive praise which adds weight to the praise and builds the trust further between adults and pupils due to their 'botheredness' and authentic praise.

**Behaviour coaching-** the process of restorative conversations (see blueprint for behaviour) which allows a child to change their behaviour next time there is an incident.

**Recognition Board-** The recognition board focuses on a class aim for each session or for the day e.g. quality conversations or lining up quietly. The child is added to the board when the behaviour is noticed, and the aim is that all children are on the recognition board as a team by the end of a designated time.