

SUCCESS  AT

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Halbrook Primary School

Behaviour Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 15 October 2024 V1	
Date of next review	September 2026
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
V2	September 2025	Headteacher (TB)	Policy rewritten in line with new vision and values. Scripts simplified for staff to follow. 4 tiers of behaviour actions. Aligned with the creation of house system

Intent

“We champion every child and inspire them to thrive.”

At Hallbrook, we believe that championing high expectations around behaviour promotes an environment where children can be inspired to thrive. The aim is that staff champion children to **“do all they can the best they can”** in line with one of our school values. This allows for a behaviour policy of equity which maintains high expectations but approaches the real-life situations of differing needs, understanding and contexts that children exist in. During their time at the school, children should become champions of their own and others’ behaviour.

Implementation of our school values

I'm free to be me and you to be you

At Hallbrook, we recognise the importance of our behaviour policy in children developing an understanding of themselves and the importance of being able to express themselves whilst being **respectful** and **empathetic** of others. Children should understand that there are shared values within Hallbrook and in modern day Britain. These values protect all members of the community. Children should feel **safe** to express their character, personality and interests in a school that **champions** children to **thrive**.

I do all I can the best I can

Children understand the importance of **effort, determination and resilience**. They should see the link between these characteristics and being successful. Behaviour is no different to any other aspect of school. Children are expected to demonstrate being the best they can be. This includes ensuring they are **ready** to learn in each lesson. Children should understand that by being the best they can they become **champions** of behaviour for other children. This value also allows staff to consider the context that individual children are in. It understands that behaviour is a form of communication and that a range of external factors impacts the “**best**” a child can deliver at a given time. Staff have a responsibility to notice changes in a child’s behaviour and consider the factors which could be causing this.

I do the right thing not the easy thing

At Hallbrook, we understand that children face numerous choices throughout the school day about their behaviour or the behaviour they witness. Our school values and behaviour policy focus on teaching children about making the correct choice – even when it might not be the easiest option. This teaches children the importance of **self-regulation** to manage their own behaviour. As children **champion** behaviour themselves, this value encourages children to **challenge** what they know is wrong and **report** where behaviour is not at the standard expected. Children and staff understand that although it can be easier to ignore a behaviour it is never the right thing. Importantly, children learn that being **honest** is always the best way to deal with a situation and this develops **integrity**.

The more I ask the more I know

Children understand that school is about learning. The **restorative approach** to incidents is about allowing children and staff to ask more and understand more about the incidents which have taken place. Children are encouraged to use questions to help resolve situations and better **understand** the impact of the actions which have taken place. Whilst

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, are self-reflective 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.

Behaviour Expectations in the classroom

Value	How it looks
I'm free to be me and you to be you	<ul style="list-style-type: none">• Respectful of the views and comments of everyone.• Express yourself in a thoughtful manner.
I do all I can the best I can	<ul style="list-style-type: none">• Ready to learn with equipment.• Effort given to all tasks.
I do the right thing not the easy thing	<ul style="list-style-type: none">• Manage behaviour so that it matches the expectations of the lesson.
The more I ask the more I know	<ul style="list-style-type: none">• Understand how behaviour impacts on other people.

Routines:

- **Talk partners:** Children are expected to demonstrate that they are listening to their partner. This will look different on the carpet to at a table. Children should **turn and talk**. Children should understand that if someone is missing a partner the expectation is to make a three.
- **Attention grabber:** Different teachers may have a different way of getting children's attention. These should be quick and effective. Children should be clear what the signal is for them not speaking.
- **Hands up to ask:** Children should raise their hand to ask a question and understand that they should not call out.
- **Volume:** The volume in a classroom should match the activity they are completing. Engaged children can be noisy but it should not stop the learning of others. There are some activities where **silence** and **calm** is required. Children should be clear on the expectation and follow it.
- **Move sensibly:** Staff should make the expectation clear of how children move between different stages of a lesson. Transitions should be quick and efficient.
- **Lining up:** Children should move into lines quickly leaving small spaces between themselves. They should face the direction they are heading. Lines should always move in **silence**.
- **Supervision:** Children should know that they should not be in classrooms without the permission and supervision of adults.

Behaviour Expectations around the school building

Value	How it looks
I'm free to be me and you to be you	<ul style="list-style-type: none">• Respectful of the views and comments of everyone.• Express yourself in a thoughtful manner.
I do all I can the best I can	<ul style="list-style-type: none">• Impression children understand that how they conduct themselves in the building gives people an impression of who they are.
I do the right thing not the easy thing	<ul style="list-style-type: none">• Manage behaviour so that it matches the expectations of the school.
The more I ask the more I know	<ul style="list-style-type: none">• Understand how behaviour impacts on other people.

Routines:

- **Movement:** Children should move around the school quietly and sensibly. This includes not touching and pulling on things as they walk past them.
- **Manners:** Children should be polite. They should hold doors for their peers and adults. They should greet people as they walk past and if an adult initiates a conversation, they should talk to them. When areas are crowded, they should step back to give people space.
- **Lines:** When moving in lines, this should be done in silence. This includes lines for assembly and moving to areas for PE and computing.

Behaviour Expectations outside

Value	How it looks
I'm free to be me and you to be you	<ul style="list-style-type: none">• Respectful of the views and comments of everyone.• Express yourself in a thoughtful manner.
I do all I can the best I can	<ul style="list-style-type: none">• Impression children understand that how they conduct themselves in the building gives people an impression of who they are.
I do the right thing not the easy thing	<ul style="list-style-type: none">• Manage behaviour so that it matches the expectations of the school.• Challenge behaviour they know is not expected.
The more I ask the more I know	<ul style="list-style-type: none">• Understand how behaviour impacts on other people.

Routines:

- **Toilets:** Children should only use the assigned toilets. They do not need to walk around the school building to go to a different toilet unless a medical need requires them to come to the disabled toilet.
- **Lining up:** Following the whistle, children should go to their lines in silence and move into the building in the same way.

A Stepped Approach to Behaviour Management

Step One: Simple Reminder

A subtle non-verbal signal or brief verbal cue that redirects unwanted behaviour without confrontation. This gentle approach maintains dignity and minimises disruption.

- Proximity positioning
- Eye contact or visual prompts
- Quiet verbal reminder

Step Three: Behaviour Conversations

3A: Low-Level (2 minutes) - Brief, supportive discussion for minor issues

3B: SLT-Led (10 minutes) - More structured intervention for serious, dangerous or discriminatory behaviour requiring senior leadership involvement

Step Two: Choice vs Impact Point

Clearly articulate the choice available and its consequences. This empowers pupils to take responsibility for their actions and understand the impact of their behaviour.

"If you choose to continue, then it will have this effect. If you choose to stop, then we can move forward."

Step Four: Restorative Acts

Following incidents, facilitate meaningful restoration through:

- Guided reflection on actions
- Acknowledgement of impact
- Appropriate reparation
- Rebuilding relationships

The Restorative Behaviour Script

Understanding the Event

What happened, from your perspective?

What were you doing when it happened?

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Exploring Feelings & Impact

What were you thinking and feeling at the time?

Who else was affected by what happened, and how?

Repairing the Harm

What do you need to do now to make things better?

How can you help to repair any harm caused?

Learning for the Future

What could you do differently if a similar situation arises again?

What support do you need to ensure this doesn't happen again?

Positive recognition

Children should receive DOJO points for demonstrating the school values. These points are accumulated across the year and count towards the child's house. When a child receives multiples of 100s DOJO points in a year, they will receive a special award.

Above and Beyond

Staff can nominate children for going above and beyond towards a certain value. This will mean they receive a hot chocolate award that week.

Reporting and Recording

At Hallbrook, we use our behaviour spreadsheet to record our concerns and actions. This is monitored and analysed by various members of SLT. Staff are responsible for recording incidents correctly. Incidents play a vital role in identifying patterns early and this can be used in the prevention of bullying and identification of additional needs.

For serious incidents and those which include discrimination and the protected characteristics, there is a separate logging form which is completed following the investigation of the head teacher. These are reported to governors and patterns are analysed and actions carried out.

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.

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.

Bullying

Bullying in all of its forms will not be tolerated within school. Every allegation 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.

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 where foreseen and likely, 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 positive handling.

Individual behaviour plans

For some children, an individual behaviour plan may be needed. These look at analysing behaviour in much more detail and putting bespoke targets and support in place. These plans are created in partnership with parents, SENDCO, class teachers and SLT and, where it is appropriate, the pupil. The aim should always be to move children off these plans.

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 intentional malicious accusations against school staff. See separate policy Managing Allegation Against Staff.

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, 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 equality statement)

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 Head Teacher 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 Head Teacher 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.