



Huby CE Primary School Behaviour Policy

Only our best will do, be kind to one another

Our vision is for everyone to have a thirst for learning within a high quality, caring, inclusive school built on Christian values. We foster an environment where children show respect and kindness to one another and the world around them and who are prepared for an ever-changing world.

Colossians 3:23, 'Whatever you do, work at it with all your heart'.

Friendship, Respect, Perseverance and Courage

This document is a statement of the aims, principles and strategies for Behaviour at Huby C. E Primary School.

The Education and Inspections Act 2006 and DfE document Behaviour and Discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour. This statement has been used to write this policy.

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book "When the Adults Change, Everything Changes" (2017). The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following: -

Recommendation 1: Know and understand your pupils and their influences

Recommendation 2: Teach learning behaviours alongside managing misbehaviour

Recommendation 3: Use classroom management strategies to support good classroom behaviour

Recommendation 4: Use simple approaches as part of your regular routine

Recommendation 5: Use targeted approaches to meet the needs of individuals in your school

Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

This policy will be reviewed again in the autumn term 2026.

Purpose of the Policy

The Behaviour Policy should be read in conjunction with the Policy for Teaching and Learning, Personal, Social, Citizenship, Health Education policies and the Mental Health and Wellbeing policy as, together, these establish the general ethos of the school.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and flourish as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

As a Church School, we would always approach all behaviour issues in a compassionate manner, seeking forgiveness and reconciliation as part of the process. This does not compromise our expectation that all members of our school community demonstrate exemplary behaviour as much as is reasonably possible. *'Only my best will do, be kind to one another'* is at the heart of our behaviour management and policy.

Whole school philosophy of behaviour

The daily routines of the school and its schemes of work contribute to the achievement of our aims:

- All members of the school community will set high standards and expectations for the children's behaviour and work. The use of positive language, praise, warmth and celebration of good behaviour underpin our philosophy.
- All members of the school community are unique and special. They will be encouraged to celebrate each other's successes and to support each other in failure. This philosophy is designed to continually build positive self-image and high self-esteem.
- Learning to care and respect begins in the EYFS and continues through Key Stages 1 and 2, with children developing an increasingly sophisticated understanding.
- Work in Personal, Social and Health Education, Religious Education and classroom activities all make a particular contribution to this area of the school's work.
- The children will be given opportunities to reflect on behavioural issues to help them to improve their behaviour and conduct.
- Positive and constructive behaviour will be supported by an appropriate system of rewards and sanctions. These will be used to support a pastoral care system which makes the school's expectations about behaviour clear to all children.
- All children will be encouraged to tell their teacher, headteacher, teaching assistants, support staff, parents or friends if they are experiencing any difficulties (including bullying and harassment) with other members of the school community in order that swift action can be taken to address the issues.
- Staff will be provided with training to enable them to carry out all aspects of care and control to support the school's behaviour policy.
- We seek to work in partnership with parents and carers. We want the very best outcomes for our pupils and expect that their parents/carers will support us by upholding the aims and objectives of this Behaviour Policy.
- We are a wholly inclusive school and will not tolerate any behaviour that is deemed to be bullying, including any homophobic, biphobic or transphobic language.

Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils' behaviours for learning
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school's values
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms that reinforce the school's values and positive behaviours for learning
- Promote self-esteem and self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day and following transition time ie after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Actively promote and recognise desirable behaviours publicly

The Headteacher must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise through house points, stickers and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

At Huby we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Demonstrate care and compassion

Reinforcing and Rewarding Good Behaviour

Golden Book and Headteacher's Award

Each week, each class teacher awards a certificate to one member of the class for achieving high standards of work or behaviour. The headteacher also gives an award to one pupil in the school. The winners of the certificates announced at Friday Achievement Worship and the children sit at the front to receive the award.

Values Awards

Each week the elected Class Values Champions award a member of their class a values certificate for demonstrating one of the core Christian Values (friendship, perseverance, courage and respect).

Classroom Reward Systems

- House points
- Being given jobs of responsibility
- Stickers, smiley faces, written complimentary comments
- Good work displayed and celebrated around school/ classroom
- Oral praise
- Any other reward the class teacher feels is appropriate.
- Being sent to the headteacher for a special sticker

Attendance

Attendance is monitored by Mrs Rushton, this information is announced at achievement worship recognising the best attending classes.

School House System

A team points reward system throughout the school. House points are awarded to children who are trying their best ('Whatever you do work at it with all of your heart'), show kindness towards others, being a good friend etc. The points are collected weekly, and the winning House is the one with the highest total. The winning House each term receives a treat. Sports Day points and other event points are added to the yearly totals.

Class Dojo app

Members of the School community are frequently featured on Class Dojo, celebrating their acts of friendship, respect, perseverance, courage and support of others, including charity fund raising.

Lunch time behaviour and conduct

The school has the same expectations of pupil behaviour and conduct at lunchtime as during lesson time. We aim to work together as a team and midday supervisors have full backing of the teaching staff. Pupils are expected to behave well at lunch time and follow all instructions given by the midday supervisors. We believe that midday supervisors should be treated with the same respect as other adults, and that they should have access to the school system of rewards and sanctions:

- Rewards: Midday staff award pupils with house points in the same way as throughout the rest of the day.
- Sanctions: The same system is followed during lunchtimes on a 'stand-alone' basis i.e. the first stage given to a child is always a warning, regardless of what stage the child has reached in class. Any time out should be issued immediately and as above commence a fresh start straight after. Class teachers are notified if any child has continued to not follow school rules at the end of lunchtime.

Lunchtime supervisors will deal with the initial problems and try to resolve any conflicts. If there have been any incidents, they will inform class teachers of any problems which have occurred, what they have done about it and ensure details of any inappropriate behaviour are logged. This enables patterns to be determined.

The headteacher or member of teaching staff is available at lunch times to support the midday staff whenever necessary.

Forgiveness

It is important that we ensure this policy is adhered to, but also that each lesson or session the child must understand is a fresh start. It is imperative that an apology be accepted and a clear 'wiping of the slate' is made, with children reminded that it was the behaviour that was unacceptable, and the child is forgiven. At all times, our Christian values will be used as a teaching tool, and as such our simple behaviour rules embody our core values of perseverance, friendship, courage and respect.

Working together to improve behaviour. We will always try to work with parents to ensure that pupils behave well both at school and at home.

If any pupil lets their standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. It may be that sanctions outside school may help to reinforce strategies being used at school.

Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

Managing Inappropriate Behaviour

Inappropriate behaviour is when child is not following the vision of '*Only my best will do, be kind to one another*'. The nature of the inappropriate behaviour will be made clear to the child. It will be explicit that it is the behaviour that we disapprove of not the child. We will not tolerate any form of violence towards pupils or members of the school staff and we will take appropriate measures should any such incident occur.

We subscribe to the principles (linked to theory) of the Thrive Approach:

We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.

1. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
2. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
3. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
4. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
5. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We manage inappropriate behaviour as privately as possible and with a non-confrontational tone. We do not shout nor do we shame pupils in front of their peers.

Behaviour steps

- 1) Take the child aside privately and calmly, speak to them at eye level.
- 2) Use common school language and reminders of the school values, e.g. 'I've noticed that...'
- 3) Give the child the chance to follow the expectation, and reassure with positive examples of super learning seen by that same child.
- 4) Clarify rule again and follow with sanction (missing some break (not all); moving classrooms etc.)
- 5) Adult always avoid confrontation, and if a child protests with the sanction we repeat with further reference to positive example.
- 6) Sanction administered and then behaviour reset for next lesson – do not carry over behaviour from lesson to lesson, or within lesson if given time out or moving.
- 7) Being sent to another class to work as a means of removing the child from their audience, but keeping them in the working situation (this will not be employed if it disturbs the learning of others).
- 8) Losing part of a break to make up for work missed due to behaviour issues
- 9) Contact with parents
- 10) Sending for the Headteacher to come and speak to the child. This is a last resort as we believe in teachers and adults in our school managing behaviour and creating relationships.

Restrictive Physical Intervention

Behaviour can almost always be managed using proactive and preventative approaches, restraint should only be necessary after all other strategies have been exhausted.

'Reasonable in the circumstances' means using no more force than is needed (DfE,'13, pg.4);

The degree of force should be the minimum needed to achieve the desired result. The decision on whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstances.

Staff must use CPOMS to record incidents which involve using Restrictive Physical Intervention.

Restraint will only be used:

- To fulfil our duty of care to prevent harm

- To promote the dignity and safety of pupils and staff
- To create and maintain a safe and secure learning environment for all.

Fixed Term Exclusions

Fixed Term Exclusions will occur following extreme incidents at the discretion of the Headteacher, who will refer to the DfE Guidance on Exclusions <https://www.gov.uk/government/publications/school-exclusion>. A fixed-term exclusion will be enforced under these conditions:

Staff need respite after an extreme incident or a series of serious incidents

The child needs time to reflect on their behaviour

To give the school time to create a plan which will support the child better

The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time in seclusion with the Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Huby, we take any incidents of violence toward staff and other pupils very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. All staff should report incidents directly to the Headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, and very rare at Huby Primary School, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. In all cases of persistent misbehaviour, external agencies will be contacted for additional support, guidance and strategies.

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences, family circumstances or other influencing factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they stop exhibiting extreme behaviours. Where possible, we use specifically identified and trained staff to build relationships with each individual child. These children will have bespoke Positive Handling Plans and Risk Assessments. At Huby Primary School, several members of our staff who work daily with pupils have received de-escalation and positive handling training. The school will record all serious behaviour incidents on CPOMS.

Equality Statement

Huby School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff. We fully support the Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Child Protection Statement

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and will see

school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and they are encouraged to seek help from, or confide in, members of staff. All staff understand their Child Protection responsibilities and will take appropriate action as laid out in our Child Protection Policy when necessary.

Date reviewed: September 2025

Date of next Review: September 2026

Reviewed and Approved by Full Governing Body: 29/9/25

This is a statutory policy which is reviewed annually

