



Chair of Governors	Andy Matthews
Headteacher	Jenna Ramsden

POSITIVE BEHAVIOUR POLICY

2025-26

Author	Stacey Hughes
Committee	Standards and Outcomes
Last Review / Update	July 2025
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Next Review	July 2026

Hallam Primary School Behaviour Policy

All children have the right to an education which offers them the best opportunities to work hard, be happy and make progress. At Hallam Primary School the Teachers, support staff and adults are here to create the right environment to enable this to happen. Our behaviour policy is based on the principles and values that we seek to promote in our school and together, alongside parents, we aim to enable all children to work together successfully to achieve their best.

As a school we acknowledge that children will need support and explicit teaching around positive behaviour and we aim to deliver this through our RSHE policy, which can be found on our website (<https://primarysite-prod-sorted.s3.amazonaws.com/hallam/UploadedDocument/246d3cbb-ed25-4b83-9ed6-c98d6bca5d55/rshe-policy-hallam-primary.docx>). We also recognise that all children are individuals and that some children may need additional support, which may take place as an intervention run by a member of our team, in order to achieve the goals of this policy.

As a school we expect all parents, children and members of the school community to adhere to the school behaviour policy and will ask children and parents to agree to this by signing our home school agreement (appendix 1) which will be shared at the start of each academic year.

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1. Aims and Principles

This policy aims to:

- Provide a **consistent approach** to behaviour management at Hallam Primary School
- **Define** what we consider to be undesirable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

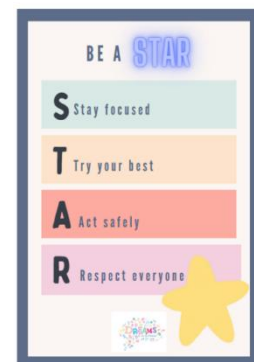
The principles:

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our school:

All pupils across school, will follow these four rules in order to be successful and achieve within the classroom;

Be a Hallam **STAR**:

- Stay focused
- Try your best
- Act Safely
- Respect your peers



2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Roles and responsibilities

3.1 The Governing Body

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.2 The Headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour and will monitor how staff implement this policy consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Teaching the school's STAR rules
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting behaviour incidents to the senior leadership team, parents and documenting on CPOMS
- The senior leadership team will support staff in responding to behaviour

3.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Promote positive behaviour at all times

3.5 Pupils

Pupils are expected to:

- Follow the school's behaviour policy
- Ensure that they are following the school golden rules:



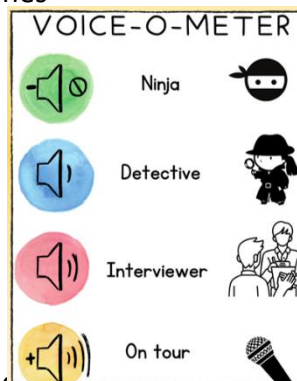
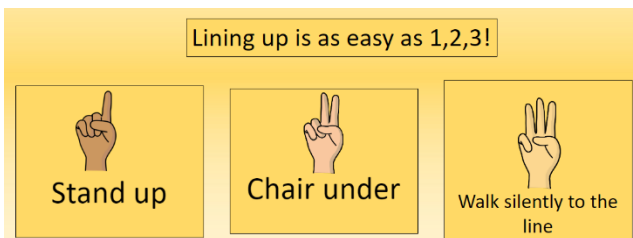
- All pupils are encouraged to seek support from an adult and to ask for help when they need it

4. Behaviour management.

All staff are responsible for managing and modelling positive behaviour within school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the STAR and Hallways posters in their classrooms
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning at the door
 - Establishing clear and predictable routines



- Communicating expectations of behaviour, both verbally and non-verbally



- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Give out Headteachers awards and send home postcards for exceptional work and positive attitudes to learning

5. Rewards and Sanctions:

It is very important that the rewards and sanctions experienced by Hallam Primary children are at all times consistent and fair. Each class has agreed rules for classroom and corridor behaviour on display. Each class will ensure that Hallam's STAR rules are shared and on display for all children. Playground guidelines are drawn up at the beginning of each academic year by the classes, teachers, lunchtime supervisors and the School Council. These guidelines are reinforced in assemblies and applied consistently at break time and lunch time, as well as being displayed on each of the playgrounds. The content will enhance the principles above.

Rewards

- ✓ Praise is given generously but discriminately. This may be on an individual or group basis and may occur within class, or in assemblies in front of the whole school.
- ✓ Children are taken to the headteacher or a member of the Senior Leadership Team to reinforce praise already given.
- ✓ "Head Teacher's Award" stickers are placed on good work and given to children to praise excellent attitudes to learning, hard work or for demonstrating positive behaviours towards one and other.
- ✓ Outstanding pieces of work, including teacher comments, may be photocopied and sent home to parents when your child has received a headteacher's award.
- ✓ Teachers will, on a weekly basis, nominate a child who has produced an outstanding piece of work or displayed positive learning behaviours to be the "STAR" of the week. These pupils will have share some time with the headteacher and a photograph will be shared with parents via the schools Facebook page
- ✓ House points are awarded for good work, effort, behaviour and helpfulness. These are collected by the class teacher and shared with the children visually using an online Dojo system. The house that collects the most house points at the end of each half term will receive a reward that has been decided upon alongside the school council, which may include: extra playtime, non-uniform etc.
- ✓ Individuals or groups can be awarded with Hallam Primary Postcards, which are posted home to acknowledge and celebrate a special achievement
- ✓ Some children may need an individual reward system, which will be shared and agreed with parents and the individual child in order to promote positive behaviours.
- ✓ In FS2 children will have an individual sticker chart, which the teachers will use to reward and reinforce the school rules and ensure that children are instantly rewarded for their positive behaviour. This will continue into Y1 for the first term, to support with transition from FS2 to Y1.
- ✓ In Diamonds pupils will have an individual reward system, which the teachers will use to reward and reinforce the school rules and ensure that children are instantly rewarded for their positive behaviour.

Behaviour Events

Whilst we aim to encourage positive behaviour in all children, we acknowledge that there will be times that we have to manage with negative behaviour incidents. These issues include:

- Physical violence
- Disruptive behaviour (that prevents others from learning)

- Discrimination of any kind e.g. racial, gender, homophobic
- Showing a lack of respect towards others, including theft and lying
- Threatening or physical behaviours, including bullying and cyber bullying
- Disregard for the school environment & property
- Rudeness, including swearing
- Accessing inappropriate websites, including those which pertain to extremist behaviours

As with recognising positive behaviour, it is vitally important that we deal with any negative behaviour incidents in an agreed and consistent way. When dealing with negative behaviour incidents we acknowledge that the response will depend on the severity of the incident.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed STAR rules. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond, be listened to and reflect on their behaviour.

Staff advise lunchtime supervisors about any pertinent issues regarding individual children prior to lunch break, so that they are fully informed. Lunch time supervisor's work with children to encourage positive play and support children with maintaining positive friendships.

Lunchtime clubs run on a regular basis to provide a sanctuary for children who find the playground environment hard to cope with- for some pupils personalised lunch time procedures will be agreed with the phase leaders and parents.

Agreed procedures for dealing with Behaviour Events

If behaviour is dangerous, some steps may be missed out. Please note that if a child physically hurts or bullies another child, then both sets of parents will be contacted as soon as possible. Please see our Anti-Bullying Policy for more details.

Whilst the procedures in place are suitable for the majority of children at Hallam Primary school, there may be times when as a school, we have to adapt the procedures in order to recognise a child's Special Educational Need or individual circumstances, so that they are given appropriate support within school or from other outside agencies, in order to ensure that they are able to access the entirety of school life. School will ensure that these decisions are made alongside other professionals and reviewed with parents on a weekly basis.

Step 1

A verbal warning is given that the inappropriate behaviour has been noted and the class teacher will make any necessary adaptations in order to stop the behaviour that is being displayed

Step 2

If the child does not respond, a second warning is given that a reflection will be issued if the inappropriate behaviour continues.

Step 3

A reflection is issued, to be attended during playtime or the first 10 minutes of the child's lunchtime. Staff need to inform a member of the Senior Leadership Team as to the reason for the sanction and will then accompany the child to meet with a member of the senior leadership team who will the support with the reflection before feeding back to the class teacher. The reflection time is used to encourage children to talk through the incident, the emotions that they were feeling before, during and after and the aim is to develop strategies to support the child in managing their own behaviours so that it doesn't happen again.

The reflective time is used to discuss these 5 key questions:

1. What happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right?

The child's class teacher will communicate with parents why their child has received a reflection time before the child goes home that day.

A record of the reflection time is stored on CPOMS

Step 4

If 3 reflections are issued to a child within a half term period, the child is placed on a white behaviour report for 1 week. A personalised plan will then be agreed between parents, class teacher and a member of the senior leadership team in order to support the child to effectively manage their behaviour in school. The plan will include agreed strategies, rewards and sanctions for the individual child, so that they are able to come off the report after 1 week.

The child is responsible for having the report signed after each lesson and at playtime by an appropriate staff member.

Parents are responsible for checking their child's report card at the end of each day and attending a review meeting at the end of the week. Parents are also responsible in supporting school to address their child's ability to improve the behaviour.

Step 5

If there is no improvement in behaviour then the child will go onto a yellow behaviour report for 1 week and a further meeting will be held between the class teacher, parents and a member of the SLT. A plan involving behaviour targets may be considered to support the child and a one-page profile may be put in place to enable school and home to work together to meet the child's individual needs. At this point school will also request permission to seek support from external professionals e.g. FIS.

Step 6

If there is still no improvement, the child will go onto a red behaviour report and a meeting will be held between the Headteacher, class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist. In extreme cases a child may be suspended from school. In such cases, the latest national guidelines will always be strictly adhered to, and governors informed. Please see Suspensions policy for more information ([suspensions-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://prod-sorted.s3.amazonaws.com/suspensions-policy.pdf))

6. Bullying

Bullying will not be tolerated at Hallam Primary School and actions will put in place for children who do not adhere to this.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power, more information can be found on our website

([Hallam Primary School \(primarysite-prod-sorted.s3.amazonaws.com\)](https://prod-sorted.s3.amazonaws.com/)).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

As a school, through our assemblies and RSHE curriculum, will ensure that we work with our pupils to explain to them what bullying is and ensure that we support any child/family who may feel that they are being bullied.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Off-site behaviour

When children are off site school expects children to continue to follow the golden rules and uphold the reputation of the school rules. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school

7. Recording of Behaviour

All behaviour incidents/ concerns will be documented on CPOMs. This is the responsibility of all adults working at Hallam Primary school, to ensure that we have an accurate picture about behaviour over time.

8. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and Governors

9. Pupil support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Diamonds Integrated Resource

Staff in working with pupils in Diamonds will have high behaviour expectations of all children and will model these expectations to pupils on a daily basis. Staff will use both Visual, verbal and non-verbal cues to remind children of expectations and support pupils in making the good behaviour choices.

Due to the significant special educational needs of pupils attending the integrated resource, all pupils in Diamonds will have their own personalised Stress and Support plans, which will indicate the agreed rewards and reflective practices for each individual child.

11. Nursery

Staff will use consistent **positive praise and reinforcement** to promote and maintain high behaviour expectations for all children working within the nursery. Positive interactions will be used to recognise effort, achievement, and pro-social behaviours, creating a supportive and encouraging learning environment.

To further reinforce learning and social skills development, staff will make use of the **house-points system** and **Headteacher's Awards**. These rewards will acknowledge children's progress, celebrate positive choices, and motivate continued engagement in all areas of nursery life.

Staff will ensure that praise and rewards are applied fairly, consistently, and with a clear focus on promoting children's wellbeing, independence, and positive behaviour.

Staff will use change of place strategies, such as providing access to a designated calming area, to help children regulate their emotions and return to the green zone. These supportive spaces will be used proactively and responsively, ensuring children feel safe, calm, and ready to re-engage in learning.

When a child has successfully regulated, staff will conduct a restorative conversation. This will focus on teaching and reinforcing positive emotional regulation strategies, helping children understand their feelings, recognise triggers, and develop skills to manage their emotions effectively.

If incidents of behaviour continue, staff will, alongside senior leaders meet with parents and where appropriate refer to external professionals.

11a. Behaviour Outside School

Our Behaviour Policy applies to children within school and when representing the learning community outside of school. If we are made aware of incidents occurring outside the school premises we will endeavour to speak to the child about their involvement. We will also ensure their parent is informed.

11b. Pupil transition

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

- Our staff are provided with training on managing behaviour, including the correct and safe use of restraint, as part of their induction process.
- Staff receive training on Trauma informed practices
- Behaviour management will also form part of continuing professional development.
- Staff training logs can be requested by parents

13 Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Safeguarding policy
- Anti-bullying policy
- Online safety policy

REVIEW: This policy will be reviewed annually by all staff

Date agreed July 2025

Date of next review: July 2026



Appendix:

Hallam Primary School

Home-School Agreement
2024-25

Author	Jenna Ramsden
Committee	Standards & Outcomes

Last Review / Update	July 2025
Level of change	Full Review
Next Review	July 2026

At Hallam Primary school we will:

- ✓ Ensure that all children are safeguarded effectively
- ✓ encourage children to achieve their full potential.
- ✓ work to achieve high standards.
- ✓ encourage the building of good relationships and help to develop a sense of responsibility.
- ✓ work to ensure your child is both happy, safe and successful.
- ✓ encourage children to take care of their surroundings and others around them.
- ✓ inform parents of the children's progress at regular meetings.
- ✓ inform parents of the topics to be taught to the children each term.
- ✓ Ensure 4 weeks' notice is provided before all parent's events
- ✓ Ensure that our curriculum is broad, balanced and engaging for children
- ✓ Ensure all families are supported to achieve 100% attendance

Headteacher's signature:

As a parent/carer I agree to by following the Behaviour, Homework, Attendance and Anti-bullying polices (see website) as well as:

- ✓ make sure my child arrives on time.
- ✓ make sure my child attends school regularly and provide an explanation as soon as possible if my child is absent.
- ✓ attend Parents Evenings to discuss my child's progress.
- ✓ be polite, appreciative, and supportive to each member of the school staff

- ✓ support and encourage home learning and the completion of homework.
- ✓ recognise that every day is important for my child and thus try to avoid holidays during term time.
- ✓ adhere to the school's Online Safety Policy, positive behaviour policy and safeguarding policy (please see website for more details)

Parent's signature

As a pupil at Hallam Primary School I agree:

- ✓ work hard and always try my best.
- ✓ show respect to all staff and pupils at all times.
- ✓ Follow the STAR Rules
- ✓ take good care of equipment and the building.
- ✓ talk quietly and listen when people are talking to them.
- ✓ be friendly and kind to others and not purposefully hurt anyone.
- ✓ be helpful and polite and respect other peoples' faiths and values
- ✓ walk down the corridors following HALLWAYS Rules
- ✓ adhere to the school's acceptable use policy and positive behaviour policy (please see website)

• **Pupil's signature:**

Together we will:

- ✓ support children's learning to help them achieve their best
- ✓ encourage the children to follow the school's rules
- ✓ explore ways of improving our school
- ✓ tackle any special needs
- ✓ endeavour to ensure the child is happy and successful
- ✓ provide a friendly, caring environment