

Behaviour Policy



HALLWOOD PARK PRIMARY SCHOOL & NURSERY

The Governing Body of Hallwood Park Primary School and Nursery adopted this revised policy on 18th March 2024.

Change Record:

Version	Date Change	of	Changed by	Reason for Change
2.1	01/09/2021		K.Goodwin	Policy review and update
2.2	March 2024		GSnell	Policy review and update
3	01/09/2025		F. Graham	Policy Review and Update

Aims of the Policy

This policy aims to:

1. Promote a calm, safe and purposeful learning environment for all members of the school community.
2. Establish clear expectations for behaviour, understood and upheld by staff, pupils, and families.
3. Develop pupils' self-regulation, empathy and reflection through the use of restorative approaches.
4. Recognise and celebrate positive behaviour aligned with the STRIVE values.
5. Ensure a consistent and fair response to all forms of behaviour, including challenging behaviour.
6. Provide support and early intervention for pupils with additional social, emotional or behavioural needs.
7. Work in partnership with parents and carers to foster shared responsibility for children's development.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

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
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Vision and Values

Whilst we strive for high academic achievements at Hallwood Park, we also know that success can mean many different things. Success at Hallwood Park is about ensuring that children are happy, make good choices, develop resilience, and are prepared for the challenges that life will bring. We understand that a culture of positive behaviour can support children to develop into well-rounded and confident individuals who embrace opportunities to learn.

At Hallwood Park, we explicitly teach and celebrate our learning values of STRIVE. (Self-motivation, Teamwork, Resilience, Independence, Versatility, and Effort. These values are celebrated during lessons and assemblies.

Value	Expected Behaviour
Self-Motivation	Challenge themselves, set high personal targets and standards. Accept that the only person responsible for you, is you!
Teamwork	Work cooperatively, listen actively, support others.
Resilience	Keep going when things get tough, recover from mistakes.
Independence	Take responsibility for their own actions and learning.
Versatility	Adapt to different environments and expectations.
Effort	Try their best in everything they do.

Our School Rules

1. Follow instructions the first time
2. Keep hands, feet and objects to yourself
3. Look after our school and everything in it

4. Show respect: no name-calling, teasing, bad-language or using threatening behaviours
5. Try your best

(There are also rules specific to the classroom, playground, dinner hall, assemblies and corridors. See later.)

Roles and Responsibility

“The culture is set by the way the adults behave.” – Paul Dix, 2017

At Hallwood Park, we believe that all adults set the tone for behaviour through their language, consistency, calmness and kindness. It is the responsibility of every adult in our school to model and reinforce the values of STRIVE and the expectations of being Ready, Respectful and Safe.

Whole-School Responsibility

- All staff are responsible for the consistent reinforcement of our behaviour policy and routines.
- Senior leaders and governors are responsible for modelling high expectations, equipping staff through training, and using data to support continuous improvement.
- Parents and carers are key partners in reinforcing positive behaviour and STRIVE values at home.

Leaders at Hallwood Park will...

- Be a visible presence in classrooms, on corridors and on the playground.
- Celebrate pupils and staff who go above and beyond expectations.
- Promote the daily use of positive praise and STRIVE-linked language.
- Ensure all staff are inducted and trained in restorative practice and behaviour management.
- Support teachers in managing more complex or challenging behaviours.
- Use behaviour data to identify trends and implement targeted interventions.

All staff at Hallwood Park, every day, will...

Teach and Plan For Positive Behaviour

- Plan and teach an engaging and inclusive curriculum that meets the needs of every learner.
- Understand the needs of their pupils and adapt learning where necessary.
- Model calm, respectful and consistent behaviour.
- Use restorative practice to build relationships and resolve conflict.

Follow Our Daily Routines

- Meet and greet pupils warmly each morning.
- Promote and model “wonderful walking” around school.
- Use “Team Stop” to gain attention across the classroom or group.
- Ask children to line up in class order and walk calmly between spaces.

Teach Behaviour Explicitly

- Use restorative scripts and conversations to help pupils reflect and repair.
- Praise in public, remind in private — maintaining dignity and respect.
- Be positive role models for all children and each other.
- Use Shared, Consistent Language

All staff will use these key phrases to promote consistency:

- “I’ve noticed that...”
- “I need you to...”
- “Remember when you showed [STRIVE value]...”
- “Thank you for...” (e.g., “...wonderful walking.”)
- “Stop... thank you.”

- “I can see you need some time.”
- “Let me help you.”
- “I wonder what happened when...”

Respond to Behaviour Calmly and Consistently

- Give gentle reminders of expectations using check-ins.
- Use take-up time: “When you have ____, then you can ____.”
- Give a clear, calm final reminder: “This is your last chance to show [STRIVE value].”
- Apply a proportionate consequence if needed, followed by time to reflect and repair using a restorative script.

Rewards (Given by any adult in school)

We recognise and celebrate children who consistently demonstrate the expected school behaviours. There are many different types of rewards in place at Hallwood Park, but all reward is in line with the school rules and values, to reinforce expectations. First and foremost, we understand that positive praise, enthusiasm, body language and positive feedback are the corner stone of positive interactions!

Some more specific rewards may include:

1. Stickers
2. House points to be added to school tally
3. Marble in the jar, contributing to class reward (eg extra playtime or time on the trim trail).
4. Child chosen by class teacher to be “Star of the Week” or “Worker of the Week”
5. Teachers will note those children who receive no warnings in a week and may reward this with Privilege Time on Friday afternoons. This is a maximum of 15 minutes.
6. In KS2, Vouchers (eg Wear your own clothes; Sit next to a friend) given out
7. Messages home to parents sharing praise
8. Teachers may organise reward systems for their classes (eg points for lining up, table points, quietest class leaving assembly etc).

Each class will also operate a system (eg Marbles in the Jar) which rewards group and/or whole class behaviour. The pupils may negotiate such rewards with the class teacher. This system is designed to reward expected behaviours such as tidying up effectively, lining up quietly, working quietly, staying on-task, remembering reading books, completing homework, and can extend to reinforcing our whole school rules. There is a clear message to pupils and staff that we have very high expectations of behaviour in all that we do.

Behaviour Flow Chart

Green Behaviour	
BEHAVIOUR:	
I have shown the school values in my behaviour and attitude.	
ACTIONS:	
positive praise, green points, stickers, Dojo message home, work sent to another teacher, certificate etc.	
Non-verbal Reminder (if appropriate)	
BEHAVIOUR:	
I have not followed the school values, or am not ready to learn.	
ACTIONS:	
Check in with the teacher – do any regulating activities you think might help (e.g. drink some water, take deep breaths)	
Verbal Reminder	
BEHAVIOUR:	
I have not followed the school values. I am showing that I am not ready to learn.	
ACTION:	
Check in with the teacher. Do any regulating activities you think might help (e.g. drink some water, take deep breaths)	

Warning – logged on Arbor
BEHAVIOUR: I have continued to not follow the school values. I have continued to show that I am not ready to learn. ACTION: Move seats or have time out in another classroom- if needed.
Consequence Card – Logged on Arbor
BEHAVIOUR: I am continuing to disrupt. I have not shown respect to my friends and adults. I have not shown that I am ready to learn. I have not shown the school values. CONSEQUENCE: Discuss behaviour during playtime/lunchtime with an adult and an appropriate consequence will be given. If behaviour is disrupting others, pupil to have time out with SLT to support them to self-regulate.
Conversation with SLT
BEHAVIOUR: Bullying, vandalism, racism, discrimination, fighting, inappropriate language, verbal/physical assault on a member of staff, theft CONSEQUENCE: Parents will be informed of behaviour choices made throughout they day. Restorative conversation with SLT, and time out of class/ break.

Staff are provided with guidance for consequences. We understand that consequences need to be immediate where possible and appropriate for the behaviour. Consequences are always linked to the behaviour shown, rather than the child. For higher level incidents or ongoing disruption throughout the day, SLT will gather information and, if needed, meet after school to discuss relevant consequences and inform parents/carers after school about consequences for the following day.

Verbal reminders and warnings

We recognise that children are learners and may often need a reminder of the rules and expectations. These can be given through verbal reminders or warnings. During these steps, adults use micro scripts when responding to these behaviours, to ensure consistent language is used which is both fair and predictable for the child. This will always be done in a calm manner and after the adult has delivered their message, they will allow pupils 'take up time'.

Adults will not be drawn into responding to secondary behaviour, which we understand children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Consequence card

A consequence card is given for either persistent poor behaviour throughout the morning or afternoon, where a pupil has not positively responded to the reminders and warnings given, or for a 'no-tolerance' behaviour such as rudeness, name calling or discrimination.

Following an incident that has warranted a consequence card, the adult that has addressed the behaviour will conduct a restorative conversation (supported by a member of SLT if appropriate) with the pupil. This is done to ensure the relationship between the pupil and the adult remains positive and steps are taken to repair it if needed. It also allows an opportunity for the pupil to reflect on their behaviour.

On many occasions, a restorative conversation and children taking ownership of their behaviour may be enough of a sanction, as the main aim is for children to learn and understand the appropriate behaviour to display.

On some occasions, perhaps where children do not take ownership of their behaviour, where behaviour has been dangerous or where behaviour has been serious, a further consequence might be needed.

As educators, we aim to teach children in everything we do and help them to reflect and improve academically, socially and personally. Incidents of misbehaviour gives adults an opportunity to show and teach pupils the appropriate responses and behaviours.

Persistent Poor Behaviour

Repeated poor behaviour (3 consequence cards) over a 2-week period will lead to a meeting between the class teacher and parents/carers. If the pupil's behaviour does not improve and they receive 5 consequence cards over a 2-week period, a member of the Senior Leadership Team (SLT) will speak to the parents and the child may be put on an individual and personalised Behaviour Pathway.

The aim of this is to provide the pupil with a daily check in, focused targets and personalised support to help them improve their behaviour. This will be agreed by school and parents, who will work together to help the pupil make the correct choices and positively contribute to the school community.

As an inclusive school, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate, class teachers will work alongside parents and the SLT to devise an individual Behaviour Pathway or report card. For further information about this please contact a member of SLT.

Serious Incidents

Whenever a serious incident occurs, it will be logged on CPOMS the same day by the class teacher and the headteacher will be informed as soon as possible. Parents will be informed on the same day about the incident if possible and a standard letter will be sent home. In most cases, the child will not be allowed onto the playground for a number of days and may be placed in another class for a short period of time. A restorative conversation will be held between the child and the adult involved in a timely manner to rebuild the relationship.

Subsequent incidents will be logged in the same way. (*Serious incidents may incur an immediate, fixed-term exclusion from school and in extreme circumstances a permanent exclusion will be considered.*)

Where the incident appears to involve bullying and/or prejudice, this will also be recorded on CPOMS by the class teacher, using the appropriate category headings, and the class teacher will alert the headteacher. Support for the victim will be provided as well as education/support for the child.

At all times, the school will work hard to support the child and encourage him/her to behave in a positive, responsible manner. We recognise that some pupils have SEMH needs at times, or they may have identified special educational needs that can impact negatively on their behaviour in school. Staff have received training in the principles of Nuture, de-escalation strategies and Team Teach. The SENCo (Miss Binks) will work closely with staff to support children with SEND or pastoral needs and to develop individual behaviour plans.

Anti-Bullying

At Hallwood Park Primary School and Nursery, we believe every child has the right to feel safe, valued, and included. Bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying through a proactive, restorative, and values-led approach aligned with our STRIVE values and behaviour policy.

Our definition of bullying is:

"Several times on purpose, creating an imbalance of power, targetted towards an individual"
We use the acronym STOP IT to remember this definition.

Bullying can take many forms, including:

- **Verbal:** name-calling, insults, threats, teasing, or offensive remarks
- **Physical:** hitting, pushing, kicking, or damage to belongings
- **Social/Indirect:** spreading rumours, exclusion from groups or games
- **Online (Cyberbullying):** sending offensive messages, sharing inappropriate content or images, or online exclusion

- **Prejudice-based bullying:** targeting someone due to race, religion, gender identity, disability, sexuality, or appearance

Preventative Approach

We work proactively to prevent bullying by:

- Explicitly teaching respectful behaviour and STRIVE values.
- Embedding PSHE lessons focused on empathy, inclusion, online safety, and respectful relationships.
- Celebrating Anti-Bullying Week and other national initiatives.
- Promoting a culture of openness through class discussions, worry boxes, pupil voice surveys, and regular check-ins.
- Training staff to identify early signs of bullying and to respond consistently and effectively.

Reporting and Responding to Bullying

Pupils are encouraged to report concerns to any trusted adult. Bullying reports may also be shared via:

- Class worry boxes
- The worries and concerns form on the school website
- To class teachers
- To any school adult
- Parents contacting the school

When bullying is reported, the following steps will be taken:

1. Immediate response: Class teacher or staff member investigates promptly and listens to all pupils involved. Any incidents of bullying are immediately reported to the Headteacher.
2. Logging: Incidents are recorded on CPOMS under the bullying category and tagged with any relevant prejudice-based concern.
3. Restorative conversation: Staff will support all parties to participate in a restorative discussion (supported by SLT if needed).
4. Support for the victim: Regular check-ins, trusted adult connections, and appropriate pastoral support will be put in place.
5. Support for the child displaying bullying behaviour: The child will be supported to understand the impact of their behaviour, take responsibility, and work on positive behaviour strategies. This may include behaviour pathway support or referral to SENCo if needed.
6. Parent communication: Parents of all parties involved will be informed and involved in planning next steps.
7. Monitoring: SLT will review behaviour and CPOMS logs to monitor patterns, and targeted interventions will be applied if necessary.

In serious or repeated cases, further consequences will be considered in line with the school behaviour flow chart and exclusion policy.

Online Bullying (Cyberbullying)

The same expectations for respectful behaviour extend to the online environment. Cyberbullying, whether in or outside school, will be treated seriously. This includes:

- Hurtful or abusive messages sent via phones, games, or social media
- Posting private or inappropriate images or content
- Online exclusion or humiliation

The school may work with families and outside agencies (including the police where appropriate) to address online abuse and ensure the safety of pupils.

Roles and Responsibilities

- **Staff** are responsible for modelling respectful behaviour, responding promptly to bullying, and following up consistently.

- **Pupils** are encouraged to be upstanders — to report concerns, include others, and use their voice kindly and respectfully.
- **Parents and carers** are vital partners in preventing and addressing bullying. We ask parents to reinforce our STRIVE values at home and to communicate any concerns.

Monitoring and Review

All incidents of bullying and prejudice-related behaviour are monitored by SLT. Patterns are analysed and addressed through PSHE, assemblies, and individual support plans. The Governing Body receives regular updates on bullying incidents and the effectiveness of anti-bullying measures.

Use of Reasonable Force

In accordance with guidance from the Department for Education (“Use of Reasonable Force” 2013), members of staff will use reasonable force if a child is in danger of hurting themselves and/or others, or if a child refuses to move when asked. Members of staff attend training to learn appropriate strategies. They will try to use all other means first and will only use reasonable force as a last resort. The Government makes it clear that parental permission is not required because the use of force may be necessary for the school to carry out its duty of care towards staff and pupils.

The situations where reasonable force may be used include:

- Physically separate children who are fighting and who do not respond to instructions to stop;
- Preventing a child from physically attacking a member of staff or another child;
- Physically removing a child who refuses to leave a classroom or area when instructed;
- Preventing a child from leaving the classroom or building, where this would place the child at risk or seriously disrupt the behaviour of others;
- Restrain a child who is at risk of harming him/herself through physical outbursts.

References to Special Educational Needs and Disabilities (SEND)

In recognition of the diverse needs of our student population, this Behaviour Policy must be inclusive, acknowledging the Equality Act 2010. The policy is committed to ensuring that all pupils, particularly those with SEND, are adequately supported in their behaviour management processes. The school adopts a person-centred approach when addressing the behaviours of pupils with special educational needs, ensuring that their specific needs and circumstances are taken into consideration. This approach helps in creating an equitable environment wherein every pupil can thrive.

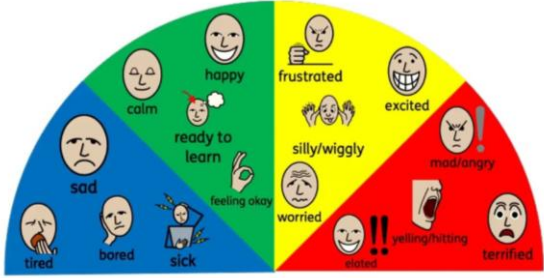
Any pupil identified as having SEND will have their individual needs assessed to determine appropriate adjustments in relation to this Behaviour Policy. This may include modifications to expected behaviour, individual behaviour plans, or specific interventions aimed at supporting self-regulation and personal responsibility within the classroom and wider school settings.

Collaboration with external agencies, parents, and specialised staff will be leveraged to create an environment where pupils with SEND can engage with the behaviour expectations successfully, thereby promoting a positive learning atmosphere for all.

Staff training will be ongoing to ensure the appropriate understanding of how to manage behaviours exhibited by students with SEND effectively and empathetically, while also ensuring the protection of the rights of all students in line with the Equality Act 2010.

By implementing this inclusive framework, Hallwood Park Primary School and Nursery strives to foster a supportive community that respects diversity and promotes the well-being of every child. This Behaviour Policy is continuously reviewed to ensure its effectiveness and relevance in meeting the ever-evolving needs of our pupils.

Appendix 1: School Rules and Zones of Regulation for lanyards

	 Hallwood Park School Rules: 1. Follow instructions the first time 2. Keep hands, feet and objects to yourself 3. Look after our school and everything in it 4. Show respect: no name-calling, teasing, bad-language or using threatening behaviours 5. Try your best
---	---

Appendix 2 : Restorative Conversation prompt Sheets

Please note that this is not suitable for all children to complete independently. This activity is most impactful when an adult can guide a child through this process. Please also note that when children are in the red zone, they will not be able to have a restorative conversation. This must take place as soon as possible after the event, but when the child is in the right frame of mind to be able to discuss their behaviour.

Student Reflection Guide

PURPOSE

The purpose of this tool is to support a student as they reflect on their behavior. It may be used before or during a restorative conversation.

DIRECTIONS:

Revise this guide to meet the developmental needs of your students.

Option 1: Ask a student to complete this reflection in preparation of an upcoming restorative conversation. It might be a good opportunity for students to gather their thoughts and control their emotions.

Option 2: Use this document during a restorative conversation to document and guide the conversation.

Tell Me What Happened

<i>In your own words, tell me what happened. Please be sure to include what YOU did.</i>	First ...
	Next ...
	Then ...
Why do you think this happened?	
How were you feeling when this happened?	

What Did You Need?

<i>What happened before this event?</i>	
<i>Is there something that you needed?</i>	
<i>What would you need to make sure this doesn't happen again?</i>	

How Can We Make This Right?		
<i>Whom did your actions affect? Please list them and identify how you affected them.</i>	Person	How They Were Affected
<i>What steps can you take to repair your relationship with each person? In addition to an apology, what else can you do to repair the situation?</i>		

Moving Forward	
<i>What strategies or skills can you work on to improve your responses in the future?</i>	
<i>If something similar happens again in the future, what will you do?</i>	
<i>What help do you need to be successful?</i>	

Apology Guide

PURPOSE

This guide is meant to support students as they develop meaningful apologies.

DIRECTIONS:

1. Students should complete this planning guide to support the development of a meaningful apology.
2. Students can complete the guide independently or with the support of a teacher.
3. The apology should be reviewed and then delivered.

Qualities of a Good Apology and Sample

Good Apologies...	Example
1. Identify what you did wrong. 2. State why it was wrong or the harm it caused. 3. Highlight what you will do differently in the future. 4. Express care.	John, <i>I'm sorry that I've hurt your feelings. It was wrong of me to laugh at your mistake. Everyone makes mistakes sometimes, and we need people around us that help us and not put us down. In the future, I will do a better job of encouraging you and helping you when you need it. You make our class a better place, and I hope you can forgive me.</i> Sanjay

Apology Planning

Whom are you apologizing to?	
What did you do wrong?	
How did your actions impact this person? Did it hurt them physically? Emotionally? Did it embarrass them? Scare them? Be specific.	
Why were your actions wrong?	
What will you do in the future?	

Write Your Apology