



Hunloke Park Primary School Positive Behaviour Policy

Date of review and acceptance by governors:

Scheduled review date: Autumn 2027

Introduction

School behaviour expectations are concerned with safety and thoughtful, caring behaviour towards everyone in the school community. This document revises the school's policy for behaviour and sets out Hunloke Park School's aim and philosophy towards promoting high standards of behaviour in our school. It is written in conjunction with the school's anti bullying policy.

Aims of the policy

At Hunloke Park School we aim to create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.

We aim to encourage a partnership between children, parents, carers, and staff so that school and home work together for the mutual benefit of the child. Parents have a vital role in promoting good behaviour, and parental influence is critical in shaping pupil attitude and behaviour.

Following consultation with staff, parents/carers, governors, and pupils, a set of School Expectations has been agreed and they are displayed around the school and discussed in assemblies.

Hunloke Park School Expectations

PRIDE

Positivity – Have a Positive mindset and be brave in all we do.

Respect – Respect our school environment and everyone in it. Take Pride in ourselves and our school.

Inclusion – Show kindness and consideration. Support each other and admire our differences.

Determination – Set high targets for ourselves and be a learning super-hero. Be the best we can be.

Enjoyment – Have fun and love learning.

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](#)

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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

General Management

- The Positive Behaviour Policy to be available to parents via the school website and on request via Arbor.
- The School Expectations are discussed regularly both in class and at assembly time, and always at the beginning of a new school year.
- Zones of regulation are used by the pupils to regulate their own emotions.
- Restorative practice is used to address playground issues.
- Class teachers discuss issues in circle time/PSHE.
- A Home/School Agreement is in place.

Children with Additional Needs

Children with emotional or behavioural needs as a result of an additional need may be supported through a behavior support plan, which is devised by all the adults involved in supporting the child's development and aims to ensure consistency in approach by everyone.

Encouraging Positive Behaviour

In classes and throughout school we support positive behavior and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring Pupil attendance and taking swift action where necessary
- Constructive whole school planning for PSHE and circle time using 'PSHE Matters'.
- Bucket filling concept (marble jars in classrooms) adopted by the whole school
- Assemblies to celebrate individual, group and whole class achievements.
- Providing calm areas for reflection (including restorative practice) and strategies to reduce anxiety e.g. breathing exercises, sensory breaks and Lego therapy.
- Developing the voice of the child e.g. through the school parliament and planned debate sessions within the curriculum.
- Encouraging our children to see themselves as part of the whole school community and recognizing their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Use of rewards and other incentives as motivational tools.
- Playground pals
- Digital leaders
- Anti-stigma ambassadors
- Parental involvement – volunteers, PTA events and school events
- Community links

At Hunloke park Primary School we believe it is vital that positive behavior is rewarded through sets of rules, both in the classroom and around school, and a reward system that is transparent to the pupil that is applied consistently and fairly.

THE PEOPLE BEHIND A SUCCESSFUL BEHAVIOUR POLICY

The governing board:

The governing body of Hunloke Park Primary is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They 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.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Hunloke Park Primary School giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- Preparing stimulating lessons
- Setting firm and consistent expectations
- Developing and maintaining a Class Behaviour Plan in consultation with the children
- Giving rewards and following up on unacceptable behaviour with consequences
- Developing an active partnership with parents to promote good behaviour
- Ensuring that parents receive positive and constructive comments about their children's work and behaviour, verbally, in writing, or on the telephone
- Involving parents at an early stage when disciplinary problems arise
- Looking for signs of distress

All Parents

All Parents are expected to reinforce the School Expectations at home and to support their children and the school in enforcing the home/school agreement.

All Staff

All staff have a responsibility for behaviour and discipline both in and out of the classroom. Good communication and consistency of high expectations across the staff team is essential for good discipline and any significant incidents of good or poor behaviour should be reported to the appropriate staff member as soon as possible.

Concerns about children's behavior or any worrying incidents can be recorded by staff using Arbor/ CPOMS, which records concerns and builds a chronology of actions. Each entry alerts the safeguarding leads by email and they then take any follow-up action or alert others.

Lunchtime Supervisors

Lunchtime Supervisors have the same opportunity to reward and refer or report children according to their behaviour. Good behaviour may be rewarded with stickers or class marbles. Incidents of poor behaviour should be referred to the Senior Supervisor and dealt with as far as possible before the resumption of lessons.

Incidents of poor behavior should be referred to the member of SLT on duty, or if appropriate, the head teacher. The SLT member will then decide upon appropriate consequences for the child and record on CPOMS if appropriate.

Lunchtime Supervisors monitor the use of outdoor and indoor play equipment at lunchtime and, when appropriate initiate playground games with the children. They actively try to involve and include children into play with others whilst also respecting that some children prefer to spend some time alone.

Extended Services and Clubs

Extended Services and Club Leaders operate a red and yellow card system to make sure all children enjoy their clubs without interruption. If the coach/leader (with the discussion of school staff) finds the behaviour unacceptable, they will issue a yellow card, if the behaviour continues they will issue a second yellow card.

If, at the next session there is no improvement in behaviour a final red card will be issued. Your child will not be able to attend the service/club for the remainder of the term.

If a child's behaviour compromises the Health and Safety of themselves or others then the child will no longer be allowed to attend either or both Extended Services and/or extra-curricular clubs.

THE PROCEDURE BEHIND A SUCCESSFUL BEHAVIOUR POLICY

Class Rewards

Rewards are a powerful tool for teachers to use and are crucial for the success of any behaviour policy. It is recognised that children sometimes misbehave because of low self-esteem and that all children benefit from positive recognition and praise. Rewards can be given for any action that deserves recognition such as good manners in the dining hall, polite behaviour, sporting achievement, effort in classwork or kindness to others. The general practice of classroom and school management involves many rewards being given to children on a daily basis. These may include:

- Non verbal reinforcement such as an encouraging smile

- Written praise including comments in children's workbooks and notes home to parents
- Verbal praise either on a one-to-one basis, or in front of a larger audience such as the class or in a whole school Special Mentions assembly which take place each Friday
- A mention Special Mentions Assembly on Fridays and a notice on the newsletter.
- Jars being filled for individual and whole class achievements – pupils to choose whole class reward for a full jar.

Sanctions

If a child displays unacceptable behavior in or out of class (examples listed in appendices 1 and 2) then the incident will be dealt with in the first instance by the class teacher. Pupils will be given 3 warnings followed by incremental loss of playtimes.

If the child continues to choose poor behavior choices, they can be moved to another classroom for a short time to consider their behavior. If the behavior continues further the pupils will be sent to a member of the senior leadership team. The following steps may be taken as necessary:

1. Phone call or letter sent home informing parents of inappropriate behaviour
2. Staff /parent meeting to discuss appropriate actions at home and at school, agreeing consistency, rewards and sanctions.
3. The application of an individual behavior plan including a separate reward system.
4. Involvement of outside agencies if required (e.g. CAMHS, MAT team)
5. Fixed term exclusion
6. Permanent exclusion

Off-site behaviour

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.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Serious unacceptable behaviour

There are some behaviours that will not be tolerated in school and examples of these are given in appendices 1 and 2.

In extreme cases the Head teacher could exclude pupils for a fixed period of time, the Derbyshire Exclusion Processes and Procedures will be followed.

Appendix 1**Examples of unacceptable behaviours (their seriousness depending on the intensity, frequency and duration of these behaviours.)**

1. Continually breaking classroom expectations (low level, high incident disruptive behaviour)
2. Swearing at another child
3. Not following or ignoring instructions given by any adult in school
4. Irritating and distracting neighbouring children by talking or behaving inappropriately, or by inappropriate contact.
5. Taking other children's or school's property without permission
6. Putting other children down by comments, name calling, laughter or 'looks'
7. Electronic or cyber versions of all the above.

Appendix 2**Examples of behaviour that on their own would be considered serious offences and that will not be tolerated in school.**

- Rude or offensive behaviour to staff such as arguing with instructions, muttering under the breath, swearing, laughing when being told off, answering back or walking away from a reprimand
- Not following adult instructions, particularly in situations where a child's safety is at risk
- Unprovoked physical violence of any kind including spitting at another person
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralized
- Discriminatory behaviour
- Vandalism of school property and buildings
- Theft
- Leaving a classroom or the premises without permission

Appendix 3

Bullying

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.

Bullying is, therefore:

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

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Appendix 4 – Hunloke Park Primary School Behaviour and Sanctions Procedure

Behaviour Expectations

At Hunloke Park Primary School, we promote a positive, inclusive and respectful learning environment where all pupils are supported to make good choices and take responsibility for their behaviour. This procedure aligns with the Redhill Academy Trust Behaviour Policy and is founded on the principles of consistency, restorative practice, accountability and support.

Staff will always seek to maintain positive relationships with pupils and use proactive behaviour management strategies before sanctions are applied. Where sanctions are necessary, they should be fair, proportionate and consistently applied.

When responding to inappropriate behaviour, staff will:

- Remain calm and professional.
- Use restorative approaches wherever appropriate.
- Focus on the behaviour, not the child.
- Ensure pupils understand the impact of their actions.
- Provide opportunities for reflection, repair and positive change.
- Record significant incidents accurately on Arbor.

Professional judgement should always be exercised when determining the most appropriate response to behaviour. Serious incidents may result in immediate escalation to senior leaders and may bypass earlier stages of the procedure.

Recording and Reporting Incidents

The following incidents must be recorded on Arbor:

- Physical aggression.
- Verbal abuse towards staff or pupils.
- Bullying incidents.
- Racist, discriminatory or prejudicial behaviour.
- Serious disruption to learning.
- Damage to property.
- Any incident requiring removal from class.
- Any behaviour requiring senior leader involvement.

Where physical intervention has been necessary:

- A senior leader must be informed immediately.
- Witness statements must be completed by all adults involved.
- Records and supporting documentation must be uploaded to Arbor.
- Any injury must also be recorded through the school's accident reporting procedures.

Where behaviour raises safeguarding concerns, staff must follow the school's safeguarding procedures in addition to recording the incident on Arbor.

Behaviour Response Procedure

Universal Classroom Strategies

Before any formal sanction is applied, staff should utilise effective classroom management strategies, including:

- Positive reminders and reinforcement.
- Redirection.
- Clear instructions.
- Restorative language.
- Seating adjustments.
- Regulation and de-escalation strategies.
- Opportunities for pupils to correct their behaviour independently.

Where these strategies are unsuccessful, the following graduated response should be followed.

Stage 1 – Final Reminder (Class Teacher)

The pupil receives a clear, calm final reminder.

Suggested script:

"This is your final reminder. You need to make a positive choice now. If the behaviour continues, the next stage will follow."

The pupil should understand:

- Which behaviour is unacceptable.
- What the expected behaviour is.
- What consequence will follow if the behaviour continues.

Stage 2 – Reflection Time Within Class (Class Teacher)

If behaviour continues:

- The pupil moves to a designated reflection area within the classroom.
- Reflection time will normally be between 5 and 10 minutes.
- The pupil is given the opportunity to regulate emotions, reflect and re-engage with learning.

Where behaviour improves:

- The pupil returns to learning.
- A restorative conversation takes place when appropriate.

Where behaviour continues or the pupil refuses to comply:

- Move to Stage 3.

Stage 3 – Reflection Time in Partner Classroom

The pupil is directed to a designated partner classroom.

- Work is provided.
- The pupil remains there for an agreed period of time.
- The focus is on reflection and successful re-engagement.
- Parents may be informed where appropriate.
- The incident should be logged on Arbor if behaviour has required removal from class.

Where behaviour improves:

- The pupil returns to class following a restorative conversation.

Where behaviour continues, escalates or the pupil refuses:

- Move to Stage 4.

Stage 4 – Senior Leader Intervention

The pupil is referred to a member of the Senior Leadership Team.

Possible actions include:

- Reflection and restorative discussion.
- Temporary removal from class.

- Lunchtime or social time reflection.
- Parent/carers contact.
- Completion of a behaviour reflection sheet.
- Behaviour incident recorded on Arbor.

The senior leader will determine any additional support or consequence required.

Where behaviour improves:

- The pupil returns to lessons with clear expectations.

Where concerns remain significant or repeated:

- Move to Stage 5.

Stage 5 – Behaviour Support Plan

For pupils demonstrating persistent or escalating behavioural concerns:

- A meeting will be arranged with parents/carers.
- A Behaviour Support Plan will be implemented.
- Clear targets will be identified.
- Support strategies and reasonable adjustments will be agreed.
- Success criteria and review dates will be established.
- Relevant staff will contribute to monitoring progress.
- Additional assessment and monitoring may be completed where appropriate.

Consideration may include:

- SEND review.
- Pastoral support.
- Early Help involvement.
- Attendance review.
- Educational Psychology advice.
- Inclusion or behaviour support services.
- Multi-agency support.

The Behaviour Support Plan will be reviewed regularly and amended as necessary.

Stage 6 – Enhanced Support and Risk Assessment

Where significant concerns persist despite targeted intervention, the Headteacher may implement:

- Enhanced behaviour monitoring.
- Individual risk assessment.
- Multi-agency planning meetings.
- Alternative provision considerations.
- Managed move discussions.
- Local Authority support pathways.
- Additional pastoral or inclusion arrangements.

Parents/carers will be fully involved in this process.

Stage 7 – Suspension or Permanent Exclusion

Where behaviour constitutes a serious breach of the Behaviour Policy, or where all reasonable interventions have been exhausted, the Headteacher may consider:

- Suspension.
- Permanent exclusion.

Such decisions will be made in accordance with:

- Redhill Academy Trust Behaviour Policy.
- Statutory Department for Education guidance.
- Equality Act duties.
- Relevant safeguarding requirements.

Restorative Practice

Following behavioural incidents, staff should seek to use restorative conversations at an appropriate time.

The purpose of restorative practice is to:

- Repair relationships.
- Encourage accountability.
- Support reflection.

- Reinforce positive choices.
- Prevent recurrence.

Possible restorative questions include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What could you do differently next time?
- What needs to happen to put things right?

Key Principles

- Every day is a fresh start.
- Consequences should be proportionate and consistent.
- Support should accompany sanctions.
- Relationships remain central to behaviour improvement.
- Positive behaviour should be recognised, celebrated and reinforced.
- Arbor will be used to record and monitor behaviour incidents and interventions.
- The ultimate aim is to help every pupil regulate their behaviour, take responsibility for their actions and succeed within the school community.

This procedure should be read alongside the Redhill Academy Trust Behaviour Policy, Exclusions Policy, Safeguarding Policy and SEND Policy.