



# Behaviour Policy

Hyrstmount Junior School

Approved by: Local Governing Board

Ratified: July 2025

Last reviewed: June 2025

Next review due by: July 2026

Reviewed by: Head Teacher

# HYRSTMOUNT JUNIOR SCHOOL

## BEHAVIOUR POLICY

### Introduction

This policy outlines the organisation and management of behaviour and discipline at Hyrstmount Junior School.

### Principles

Good behaviour is essential for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities that have the correct pitch and expectations of children, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to co-operate with the school in helping their children to behave well.

Our shared values ripple through our daily practice. Everyone at Hyrstmount Junior School will be treated with unconditional respect. All members of staff will hold the highest expectations modelling the behaviour we expect from the children. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Hyrstmount, good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline and expect that children behave consistently whilst in school.

Adults manage and influence behaviour; children are responsible for the choices they make.

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department of Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Objective

To create a safe environment where children are helped to develop their understanding of appropriate behaviour and to choose ways of behaving which accord with the school's values.

## Hyrstmount's Core Values

We expect all children to consistently 'Behave the Hyrstmount way'. This behaviour is underpinned by our Hyrstmount Heroic Values, Learning Powers and our three Golden Rules.

Our Hyrstmount Heroic Values are:

- Determination
- Empathy
- Co-operation
- Respect
- Responsibility

Our Learning Powers are:

- Organised Squirrels
- Focused Hawks
- Collaborative Ants
- Persistent Spiders
- Curious Cats

Our Golden Rules are:

- Ready
- Respectful
- Safe

These values underpin the school's ethos and form the basis of our behaviour policy. The key words are prominently displayed in our school hall, classrooms and corridors. Assemblies frequently explore what each value entails, so that there is a mutual understanding of what it means to behave the Hyrstmount way and what, as a school community, we can do to uphold the expectations.

## What we expect of our children

We expect our children to 'Behave the Hyrstmount way'. This involves consistently upholding our Hyrstmount Heroic Values, embracing our Learning Powers and adhering to our three Golden Rules:

Ready (having equipment organised, showing appropriate behaviour for listening in class and in assemblies) Respectful (to be polite, to consider others' feelings, to wait their turn, to accept a solution or a consequence, to care for school equipment, to value each other's work)

Safe (to walk around school calmly and quietly, to work and play co-operatively, to tell the truth). **What we expect from staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

It is essential that all principles and practices are implemented by every member of staff.

## **The Role of the Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving the policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **The Role of Governors**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## **Working with Parents / Carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaving (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## Rewards for going 'Above and Beyond' Golden Book

Golden Assembly is held every Friday for alternate year groups (the weekly sheet shows which year groups it is for) to recognise and celebrate the achievements, effort and hard work shown by individual pupils who have gone 'above and beyond' the Hyrstmount Heroic Values, Learning Powers or the Golden Rules. Two learners from every class are selected by the class teacher or peers and their name written in the Golden Book. Children are also given a certificate and prizes in recognition of their achievement. The parents of the children in the Golden Book are invited to attend the assembly so that they can share in their children's success. Letters inviting parents to the assembly are sent out in advance on the preceding Friday.

## Hot Chocolate Friday

For those children who have demonstrated behaviour that goes above and beyond what is expected, they will be invited to the headteacher's office at 2:40pm on Friday afternoon for hot chocolate. The child chosen from each class will have shown consistently excellent behaviour that week, this is no place for the child who has demonstrated an episode of the desired behaviour whilst making poor choices the rest of the time.

## Additional Rewards

Besides the rewards outlined in the section above a wide range of strategies may be used by teaching staff at their discretion, in order to promote and reward good behaviour:

- Sincere and timely verbal praise
- Postcards, texts or phone calls home to inform parents of excellent behaviour or significant achievements
- A visit to the headteacher/deputy head/assistant head
- Opportunities for giving children additional responsibility in school
- Student of the week (e.g. writer of the week)
- Name on the recognition board (members of staff recognising specific positive behaviours)

## Class reward systems

Class teachers may choose to adopt their own classroom reward system to promote positive behaviour e.g. table points. However, class teachers should be mindful that any classroom reward system implemented in their classroom should be in line with and reflect the aims of the whole school behaviour policy, which strongly promotes the value of intrinsic rewards.

## General Sanctions

All efforts are made to ensure that our approach is based on recognising and promoting positive behaviour. However, there are times when sanctions need to be applied in order to support pupils to make the right choice.

This outlines the process for supporting children to achieve desired behaviour. Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- expectation reminder

- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the Behaving the Hyrstmount way, or nudge in the right direction is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these. Staff will make it clear to the child in what way they have not behaved the Hyrstmount way and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Hyrstmount adults de-escalate skilfully.

<div style="border: 1px solid black; padding: 5px; text-align: center;">Pre-emptive strategies</div> <p style="text-align: center;">↓</p>	<p>A clear reminder about expectations linked to 'Behaving the Hyrstmount Way' including use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.</p>
<div style="border: 1px solid black; padding: 5px; text-align: center;">General reminder</div> <p style="text-align: center;">↓</p>	<p>A clear reminder about expectations linked to 'Behaving the Hyrstmount way' is given to the whole class, by promoting and praising examples of expected behaviour. E.g. –' Well done X, I can see how focused you are on your task – head down and reading carefully.'</p>
<div style="border: 1px solid black; padding: 5px; text-align: center;">Named reminder</div> <p style="text-align: center;">↓</p>	<p><b>(privately where possible)</b>  A clear reminder about expectations linked to 'Behaving the Hyrstmount way' is given to an individual by reminding them of the expected positive behaviour. Eg –'X, you need to get on with your independent task now. Thank you'.  Children are given processing time to demonstrate expected behaviour. They are praised for displaying such behaviours.</p>
<div style="border: 1px solid black; padding: 5px; text-align: center;">Time out (in class)</div> <p style="text-align: center;">↓</p>	<p>The child is directed to take a 5 minute egg timer and go to a thinking table within the classroom setting. Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the child returns to their seat in the classroom and continues with their work. There is no further admonishment upon the child's entry back into class. Any missed work must be caught up within the lesson or as soon as possible afterwards. A time out is recorded on a tick sheet as an aid-memoir for the member of staff.</p>
<div style="border: 1px solid black; padding: 5px; text-align: center;">Last chance</div> <p style="text-align: center;">↓</p>	<p>If, after step four, the desired behaviour is not yet being displayed, children are offered a last chance. A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences (working in a parallel class for the remainder of the session). Children will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Eg – 'I noticed you are..... (having trouble getting started / struggling to get going / wandering around the classroom).  It was the rule about ..... (being ready / being a focused hawk) that you are breaking.  You have chosen to ....(move to the back / catch up with your work at lunchtime).  Do you remember ....(yesterday / this morning / last week) when you ....(completed that fantastic poem / helped your peers).  That is who I need to see today or you will need to work in class .....</p>

	<p><b>Thank you for listening.</b></p> <p>The child is then given processing time of around 2 minutes. The member of staff leaves the child to make their decision. The child is praised if they make the right choice.</p>
<div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">Time out with a member of the SLT</div> <p style="text-align: center;">↓</p>	<p>If the child is not ready to make the right choice, the class teacher can arrange for the child to be collected by a member of the senior leadership team who will supervise the child away from the classroom until the end of the lesson. Work for the child to complete during this time must be provided by the class teacher.</p> <p>Parents should be contacted via telephone if step six is reached and the incident recorded on Integris under behaviour.</p>
<div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">Repair</div>	<p>As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. This conversation should be calm and consistent Micro scripts should be used.</p> <p>Eg:</p> <p><b>What happened?</b></p> <p><b>What were you thinking at the time?</b></p> <p><b>What have you thought since?</b></p> <p><b>How did this make people feel?</b></p> <p><b>Who else is affected?</b></p> <p><b>How have they been affected?</b></p> <p><b>What can we do to make things right?</b> (This question is crucial for a restorative approach to behaviour management).</p> <p>It is the expectation that children will have a 'fresh start' and begin on step one again each morning and each afternoon unconditionally.</p>



## Serious Misbehaviour

Instances of serious misbehaviour need to be referred to a senior member of staff. Serious misbehaviour includes:

- Repeated breaches of the school's rules
- Any form of bullying behaviour (including cyber-bullying, homophobic bullying)
- Physical abuse against another child Physical or verbal abuse against an adult
- Racist, homophobic or discriminatory behaviour
- Sexual assault or harassment
- Theft
- Deliberate damage to school property

The seriousness of the unacceptable behaviour will determine who deals with it. This might be a senior leader such as the assistant head or deputy headteacher. In the most serious cases, it will require the involvement of the headteacher. The SENDCo may need to be notified, particularly if a child has behavioural needs where additional provision is in place/is required to be in place.

In some cases, children need additional support to make the right choices. This may include working with the Learning Mentor or a member of SLT, a behaviour chart, an IEP or a Pastoral Support Plan depending on the individual needs of the child. Parents will be informed if additional behaviour support is needed.

## Suspension

Statutory guidance provided by the DfE is followed by the school when carrying out its function in relation to suspension (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023).

Only the head teacher (or the deputy head teacher in the absence of the head teacher) has the power to suspend a pupil from school.

## Fixed Term Suspension

A suspension may be used as a sanction by the school in response to a serious breach of the behaviour policy. A child may be at particular risk of suspension from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 days in a single academic year.

A child whose behaviour at lunchtime is disruptive may also be suspended from the school premises for the duration of the lunchtime period. In addition, the behaviour of pupils outside school can be considered as grounds for suspension.

## Permanent Exclusions

Permanent exclusions are only used as a last resort, in response to a serious breach, or persistent breaches of the school behaviour policy; and where allowing the pupil to



remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Care is taken not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration is given to the fair treatment of pupils from groups who are vulnerable to exclusion.

## **Informing parents and appeals process**

If the headteacher suspends a pupil, he will inform the parents immediately, giving reasons for the suspension/exclusions. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about all suspensions. The governing body has a discipline committee made up of three members of the governing body. This committee considers any suspension or permanent exclusion appeals on behalf of the governors. When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling (detailed information with regards to this process is provided in the DfE guidance).

## **Recording Unacceptable Behaviour**

All teaching staff are responsible for recording a child's unacceptable behaviour on the school's management system (CPOMS). Staff should provide details of the incident and actions taken. The information recorded is used by the senior leadership to monitor behaviour in school and to ensure that children with behavioural needs are identified quickly and receive targeted support.

The following incidents should be recorded on CPOMS :

- Any form of bullying behaviour (including cyber-bullying)
- Physical abuse against another child
- Physical or verbal abuse against an adult
- Racist incidents/homophobic language
- Theft or damage to property

Incidents of bullying, racist behaviour and the number of fixed term/permanent exclusions are reported to Governors on a termly basis in the head teacher's report.

## **Lunchtime Behaviour**

Any inappropriate behaviour at lunch time will be managed by the senior lunchtime supervisor.

Where further support is needed, members of SLT may be called to assist.

When this is the case, the member of SLT will inform the class teacher they are dealing with a lunchtime incident during the afternoon session and details will be available to view on CPOMS with details of consequences which may involve parental involvement.



## Confiscation of Pupil Property

Any article deemed inappropriate for a pupil to have in school will be confiscated by school staff and returned, only when a parent collects it. By law, the school is protected from liability for damage to, or loss of, any confiscated items, provided the staff member has acted lawfully. Staff are advised to keep any items confiscated from pupils in a lockable cupboard/drawer or cabinet, particularly if the item confiscated is deemed dangerous.

## Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## Pupils' Conduct Outside the School Gates - Teachers Powers

Sanctions may be applied where a pupil has misbehaved off-site representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school



Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.



We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

## Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually to address findings from the regular monitoring of behaviour data.

## Links with other policies

This behaviour policy is linked to the following policies:

- Suspension policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-Bullying
- Child on Child Abuse
- Special Educational Needs
- Suspension and Permanent Exclusion