



Behaviour Policy

Hyrstmount Junior School

Approved by: School Governing Board

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Reviewed by: Headteacher



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. Learners 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 learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate learners' 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.

The Trust 'Respect' Values

At Hyrstmount Junior School, our approach to fostering positive behaviour is deeply rooted in the core values of our Trust. A central and common theme across all Trust schools is the commitment to Respect, a principle that guides our daily interactions, expectations, and school culture.

Staff across the school consistently refer to and reinforce the three core Trust Respect Values:

Respect Self: Encouraging learners to take pride in their achievements, care for their well-being, and strive to reach their full potential.

Respect Environment: Teaching learners to value, look after, and take responsibility for their classrooms, the wider school grounds, and the world around them.

Respect Community: Guiding learners to show kindness, empathy, and consideration toward their peers, staff, families, and the wider local community.

These Trust-wide values are intrinsically linked to Hyrstmount Junior School's individual school rules and core identity. Specifically, they underpin our explicit school rule of 'being respectful' and directly reflect our overarching school value of Respect. By weaving these shared principles into our daily vocabulary, school staff provide a consistent and supportive framework that encourages positive behaviour, mutual understanding, and a harmonious learning environment for all.

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 cooperatively, to tell the truth).



What we expect from staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- 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 learners 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 school governing board
- 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 learners
- 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 learners 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 learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

The Role of Governors

The school governing board 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 to recognise and celebrate the achievements, effort and hard work shown by individual learners 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
- Learner of the week (e.g. writer of the week)
- Name on the recognition board (members of staff recognising specific positive behaviours)

Class reward systems

In all classes, teaching staff award classroom dojos to promote positive behaviour. Also, 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 learners 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
- 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. Learners 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.

Behaviour Sanctions

When a learner's behaviour falls below our high expectations, we use a clear, tiered framework of reminders and sanctions to help them reflect, reset, and correct their choices.

The Behaviour Classification and Sanction Framework

We categorise behaviours into three clear tiers, ensuring that consequences are fair, transparent, and proportionate.



Reminders: Stop and Think

For low-level disruptions, learners are given a **Stop and Think** reminder. This acts as an immediate opportunity for the learner to correct their behaviour before a formal sanction is issued. These behaviours include:

- Calling out, distracting others, or talking over the teacher or peers.
- Wandering around the classroom after being asked to sit.
- Persistent talking when they should be concentrating on independent learning.
- Low-level unkindness to others.

Tier 1: Yellow Behaviours

If a learner does not respond to a reminder, or commits a more serious transgression, it is classified as a yellow behaviour. These include:

- Repeated "Stop and Think" behaviours during the same session.
- Answering back or dishonesty.
- Refusing to follow staff instructions after being asked more than once.
- Using inappropriate language.
- Defacing workbooks (e.g. graffiti or doodling).

Consequence: The learner will miss **10 minutes of their lunchtime break**, which will be spent in the Reflection Room reflecting on their choices alongside a member of the Senior Leadership Team (SLT).

Tier 2: Red Behaviours

Red Behaviours represent a significant breach of our school community rules. These include:

- Repeated yellow behaviours.
- Deliberately hurting someone physically (e.g. fighting, hitting, kicking, pushing, or throwing objects).
- Deliberately hurting someone verbally (e.g. bullying, directing bad language at an individual, or using racist, homophobic, or sexist language).
- Deliberately damaging school equipment/property or stealing.

Consequence: The learner will miss **20 minutes of their lunchtime break** in the Reflection Room with a member of the SLT.

Time-Out Procedures and Escalation

To ensure fairness, safety, and a continuous environment of learning for the rest of the class, the school handles specific escalation scenarios as follows:

- **Classroom Time-Out:** If a learner repeats a red behaviour or continues with yellow behaviours after a red sanction has already been issued, they will be sent to work in another classroom for the remainder of that lesson.
- **Afternoon Incidents:** If a red or yellow behaviour occurs during an afternoon lesson, the 20-minute lunchtime Reflection Room consequence will be served on the following school day.
- **Immediate SLT Intervention:** For serious safety concerns, a call is made for immediate SLT assistance. This includes incidents where adult help is needed to safely de-escalate a physical fight, when a learner refuses a classroom time-out, or if a learner leaves the classroom or school grounds without permission.



Home-School Partnership and Communication

We believe that strong communication with families is essential to improving behaviour. Parents/carers will always be contacted by a staff member on the same day that any yellow or red behaviour occurs. All incidents, including reflection room time and classroom time-outs, are formally logged on our internal school management system.

Behaviour Monitoring and Report Cycles

When a learner frequently struggles to meet school expectations, we initiate a structured **Report Cycle**. This collaborative process allows school staff, the learner, and parents to work closely together to monitor behaviour daily and encourage positive change.

Monitoring Stage	Trigger Condition	Report Details	Leadership Oversight & Further Action
Stage 1	3 yellow incidents in the same half-term OR 3 red incidents in the same term.	Placed on a 5-day monitoring report .	Managed by the Assistant Headteacher .
Stage 2	Amassing 3 further red incidents in the same term after completing Stage 1 (6 total Reds).	Formal Parent Meeting with Class Teacher and Assistant Headteacher; further 5-day report .	Escalated to the Deputy Headteacher .
Stage 3	Amassing 3 further red incidents in the same term after completing Stage 2 (9 total Reds).	Formal Parent Meeting with Class Teacher and Deputy Headteacher; further 5-day report .	Escalated to the Headteacher . The Headteacher will determine further serious interventions, such as internal isolation (half-day/full day) or formal suspension.

Restorative practice

As part of our restorative approach to behaviour management, the adult issuing the sanction will meet with the child as soon as practical to discuss the reasons why the sanction was issued to alter behaviour and stop it reoccurring. This conversation should be calm and consistent

Micro scripts should be used:

What happened?

What were you thinking at the time?

What have you thought since?



How did this make people feel?

Who else is affected?

How have they been affected?

What can we do to make things right? (This question is crucial for a restorative approach to behaviour management).

Additional Support

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 Pastoral Support Plan may be put into place 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 learner 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 learner or adult;
- Persistent and repetitive disruption of lessons and other learners' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

A learner 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 learners 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 learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

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



Informing parents and appeals process

If the Headteacher suspends a learner, they 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 school governing board. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the school governing board about any permanent exclusion, and about all suspensions. The school governing board has a discipline committee made up of three members of the school governing board. 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 learner was suspended/excluded, consider any representation by parents and the LA, and consider whether the learner should be reinstated. If the governors' appeals panel decides that a learner 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 Learner Property

Any article deemed inappropriate for a learner 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 learners 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 learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner 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 learner, including SEND, mental health needs or medical conditions.

Learners' Conduct Outside the School Gates - Teachers Powers

Sanctions may be applied where a learner has misbehaved off-site representing the school. This means misbehaviour when the learner 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 learner 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 learner or member of the public
- Could adversely affect the reputation of the school.

Online Misbehaviour

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

- It poses a threat or causes harm to another learner
- 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 learner is under the lawful control of a staff member.



Responding to misbehaviour from learners with SEND

The school recognises that learners' 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 learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners 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 learner being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner 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 learner concerned.

Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a learner 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 learner, 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 learner is in need of help or protection. We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow the Trust's 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 the Trust's child protection and safeguarding policy for more information.



Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and school governing board 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:

- Anti-Bullying Policy
- Trust Exclusions Policy 2025-27
- Trust Safeguarding and Child Protection Policy
- Trust SEND Policy