Behaviour Policy

Hempstalls Primary School

Approved by:	Local Governing Body	**Date:** 18th November 2026
Last reviewed on:	18th November 2026	
Next review due by:	18th November 2027	

At Hempstalls we have high expectations that our children adopt the school charter and fully embrace our school motto, '***Come as you are and leave as a Champion'.***

Our school culture is based around our school five values. We expect children to be prepared, kind, curious, show resilience and be respectful. These values permeate through daily live at Hempstalls and are reinforced through our behaviour curriculum and by all staff in and around school. We want the children to understand what the values mean and how they can demonstrate the values within our school and the wider community; we want these values to remain with our children for life to help them become well rounded young people with a strong moral compass. All staff praise the children for demonstrating the values and these are rewarded in several ways.

Equal Opportunities

At Hempstalls Primary school, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting a positive teaching and learning environment for all that embeds the values of inclusive educational practices.

We aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

We have high expectations that our children adopt the class charter and fully embrace our school motto, 'Come as you are and leave as a Champion'.

At Hempstalls Primary School, we aim to…

- Work in partnership with parents and carers to provide a safe, stimulating, healthy and happy learning environment in which children will develop a life-long thirst for learning
- Draw on the support and expertise within the wider community, to help us to promote the highest standards of innovative teaching and learning to enable all children to achieve their potential and become healthy, independent, self-motivated learners
- Focus on learning, through a consistent approach that will raise standards
- Develop skills and understanding that will enable us to communicate successfully in Modern Day Britain
- Strengthen links with the local and wider community, showing tolerance and appreciation of one another's differences, whilst learning to be responsible for our own actions
- Develop respect, understanding and a caring attitude towards other people through celebrating success, achievement and support for one another

The Positive Management of Behaviour

Rationale

At Hempstalls we will ensure all children thoroughly enjoy coming to school by providing high-quality teaching and Champion opportunities. We believe that in order for children to

become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

Purpose

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning which applies whilst pupils are on the school premises or representing our school.

Principles

To achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the school rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour
- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they become a major problem.
- We reward positive behaviour.
- We involve children in establishing and discussing rules.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to, with the confidence to talk about behavioural issues.
- We make our expectations explicit to the children.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- We promote British Values
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We work closely with families to support them.
- We desire and work towards impeccable conduct before school, during school and after school with children selecting the right choice.
- We recognise the limits of our expertise and welcome the support of outside agencies
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Tom Bennett- The 3 R's; Routines, Responses and Relationships

Roles and responsibilities

The **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

The **Headteacher** is responsible for:

- Reviewing/ approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Reviewing data analysis of behaviour provided by the behaviour lead

The **behaviour lead** is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff have the correct resources to deliver the behaviour curriculum
- Ensuring that rewards are appropriate and purchased/scheduled into the school timetable appropriately
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 (alongside the SENDCO) 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 that the data from DcPro is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Feeding back to SLT about trends and needs for intervention linked to behaviour

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

Teachers and 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 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

Parents and carers are responsible for:

- Supporting their child in adhering to the school's behaviour policy and reinforcing this at home where necessary
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking 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. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day, communication diaries and through parent consultations and meetings.

Pupils will adhere to the school charter:

Class charters

At Hempstalls Primary school, we believe that pupils should understand the high expectations for behaviour within our school. We have a school charter that is based on the rights of the child and values of the school (formatted for EYFS/KS1 and KS2 to ease understanding). This charter sets out the expectations for effective learning behaviours in each class and ensures that every child has access to their rights and that we are respecting the rights of those around us. Children understand that demonstrating these values can lead to rewards whilst not following the school charter will result in a consequence.

All **Pupils** will be responsible for:

- Demonstrating the expected standard of behaviour at school
- Following the school's key rules and routines

Pupils will be supported to meet the behaviour standards and will be provided with repeated behaviour curriculum sessions wherever appropriate. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy and curriculum. Extra support and induction will be provided for pupils who start mid-year.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

Respecting the Rights of the Child

At Hempstalls Primary School, we recognise the importance of putting the rights of the child at the heart of our planning, practice and ethos. As a school, we teach these rights, modelling them on a continual basis. We have values for our children that we ensure are promoted age appropriate.

Appropriate behaviour School Systems and Social Norms

At Hempstalls Primary School, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children achieving' and reward them for being good. We expect and promote our school motto, 'Come as you are and Leave as a Champion' and following the school values; to be prepared, kind, curious, show resilience and be respectful.

Every child at Hempstalls has the right to learn, free from distractions caused by the behaviour of other children.

Strategies for Positive Behaviour

At Hempstalls Primary School, the use of a positive reward system will ensure the positive and appropriate behaviour of our children, at all times.

Appropriate **Behaviour in the Classroom** is encouraged by:

- Making expectations explicit
- Reinforcing the school charter
- The explicit teaching of the Hempstalls' behaviour curriculum
- Ensuring that consistent routines are in place for
- Entering and leaving the classroom in a calm and reflective manner.
- Take responsibility for organising equipment and tidying up
- Organisation and storage of resources
- Setting clear boundaries
- Praising appropriate behaviour

- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Using an appropriate voice at an appropriate time
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Focusing on positive behaviour
- Displaying Good to be Green behaviour system in the classroom
- Making expectations explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings.

Roles and Responsibilities: Class Teachers or Support Staff

Appropriate Behaviour in the Playground is encouraged by:

Having clear and consistent routines for:

- Entering and leaving the playground in a calm and reflective manner
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Ensuring that all children have equal opportunities to use the different playground areas.
- Adults on duty becoming involved and initiating playground activities

Roles and Responsibilities: all members of staff who do playground duty

Appropriate Behaviour at Lunch Time

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play

Roles and Responsibilities: Supervisory Assistants, Teaching and Support Staff involved in playtime duty and lunchtimes. They are given regular training opportunities.

Appropriate Behaviour Around the School- School Systems and Social Norms

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The aim is to always promote impeccable conduct from our children. The atmosphere around the school must be happy and purposeful.

School Routines

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within boundaries which impact on positive behaviour.

Classroom Behaviour

- Children should not be in class without a member of staff
- Weekly PSHE or behaviour curriculum sessions are used to review, revisit and implement the principles in the schools' behaviour policy; foci identified in termly/weekly planning. Also, weekly headteacher assemblies provide opportunities to discuss and promote positive behaviours
- Classroom rules and expectations are revisited daily. Classroom behaviour is dealt with age appropriately yet still with the school ethos being developed and pursued.

Rewards

- Good to be green bookmarks with stickers
- Visits to the Head Teacher
- Parents informed of good behaviour via the child's planner, text messaging, certificates, stickers, reports.
- Good to be gold half termly prize

Appropriate behaviour

At Hempstalls Primary School, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to always look out for children who are behaving excellently.

Every child at Hempstalls has the right to learn, free from distractions caused by the behaviour of other children.

Whole School Rewards

Reward systems at Hempstalls Primary School are age appropriate. Below are some examples of the reward systems:

- Stickers are collected on a bookmark with an appropriate goal for each KS. When children complete their bookmark, they will be able to choose from a menu of prizes.
- Champion certificates are awarded to specific children per week; they have a 'golden seat' in assembly. These certificates are linked to a weekly theme either based around academic work (often linked to a block of learning that all classes have been part of) or pastoral themes such as 'being a good friend'.
- Jackson 5 certificates are awarded to specific children each week; these certificates are linked to one of the 5 values each week.
- Good to be Green prize draw – 8 names for staying on green for Key Stage 2 and 4 names for Key Stage 1. Children will have the chance of winning a cup cake.
- Good to be gold will be used to showcase the children whose behaviour is consistently outstanding as role models for others. Each half term a gold prize event will be held and children will receive a gold star badge for their tie.

Sanctions

If a child does not follow the class charter or Hempstalls School values then this procedure will be followed. Children will always be encouraged to demonstrate the behaviour expectations and work towards the rewards for showing good behaviour. However sometimes children will need to be reminded of our behaviour expectations and sanctions will be used for when children demonstrate unacceptable behaviour. The levels of unacceptable behaviours and sanctions are set out below.

Hempstalls is committed to using each new period as a reset button. Children will return to green at the end of each period so that a fresh start can be made for the next lesson.

If the School or Classroom rules are not followed, then the following sanctions are put into place:

1. **Reminder -** I am reminding you how to behave and of our expectations – no consequence given, most children are expectation to be back on track at this point.
2. **Warning -** 1 warning incurs 1 minute lost at break time and children will be presented with the 'stop and think' card. 2 warnings incur 2 minutes lost at break time and means a child is no longer 'green' they are no in the blue zone. 3 warnings incur 3 minutes lost at break time. 1-3 warnings will be dealt with by the child's teacher that lesson. If children regularly move to blue parents will be informed.
3. **Amber Card -** When the last warning has been given then an Amber card will be presented on the child's desk. If the behaviour continues, an Amber card will be given to the child, and they will be sent to the neighbour class for 5 minutes time out. (There will also be 5 minutes lost at break time). Key Stage Lead (or another member of SLT) will be informed on the day and speak to the child. This will be logged on DcPro and parents will be informed.
4. **Red Card -** Behaviour is unacceptable - If children continue to disrupt the learning of others or behave in a way that is not in line with our expectations after another 3 reminders then they will be moved to red. The HT or in her absence DHT will speak to the child/parents a phone call and a letter will be sent to the parents.

Level	**Reminder given**	**Warnings given**	**Amber card – this behaviour is unacceptable**	**Red card – this behaviour is serious misbehaviour**
Behaviour	A reminder of how to behave and the expectations. • Not distracting others from learning • Paying respect to	If behaviour is not rectified after the reminder a warning will be given. At warning 1 children are given the 'stop and think' card. Any further	Persistent use of reminder/warning system. **This must be recorded on DcPro.** Use of isolated acts of pushing, kicking, biting,	Persistent use of amber cards or two significant incidents in single week. Or direct move to red as result of: • Use of direct verbal abuse/ bad language/comment to any member

	property and others • Using appropriate language • Opting in • Being prepared for learning	warnings mean children are no longer 'green'.	fighting, hitting etc. straight to an amber card. **This must be recorded on dcpro.** Any behaviour that causes damage to another individual or property. **This must be recorded on dcpro.**	of the school community (including swearing and racial abuse) • Use of bullying behaviour (see anti-bullying policy) • Use of dangerous behaviour • Vandalising school property. • Use of aggressive behaviour with intent to cause deliberate injury • Leaving the grounds without permission. **This must be recorded in on dcpro.**
Consequence	No consequence	Up to 1 reminder and 3 warnings given in one period before moving to amber card. Appropriate minutes paid back – managed by class teacher/HLTA. If persistent reminders are being used SLT should be informed and children	Loss of break time. Spoken to by key stage lead or another member of SLT. Parents informed by class teacher. **Actions logged on dcpro.** If a child receives persistent amber cards they will move to a individual behaviour log with support from SLT. **Discussed with**	Loss of breaktime. Internal/external suspension/exclusion. Red letter sent home to parents. Meeting with parents and member of SLT. Dealt with by HOS/DHT Reintegration meeting

		targeted for additional support. **This should be recorded on dcpro.**	**SLT and parents and recorded on dcpro.**	

Children with Special Educational Needs (SEN)

- SEN children will in conjunction with the SEN co-ordinator and behaviour support follow a more personalised behaviour system in line with their personal targets.
- 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 causing any substantial disadvantage to a disabled pupil 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.
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, Hempstalls will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
- 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 to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

- The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- An individual behaviour plan

Violence against children or staff

- If a child demonstrates violence putting themselves, children or staff in danger another they are automatically sent to the Head Teacher receiving a red card.
- If a child's behaviour consistently raises cause for concern, then parents will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. This could include individual behavioural targets, a home/school behaviour diary that details both positive behaviour and causes for concern; support from external agencies.

Suspension and permanent exclusions

Hempstalls can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Anti Bullying (in addition- please refer to the anti-bullying policy and child on child abuse policy).

Bullying in any form will not be tolerated at Hempstalls Primary School. Bullying is the unwanted behaviour towards another person over a period of time. We have signed up repeatedly to the Anti-bullying pledge and we endeavour to educate the children about what is bullying and what to do if the child feels that they are being bullied. Assemblies are half termly to discuss with the children about how they feel safe and respect to each other. Anti-bullying occurs in school and out of school and in all areas of life including around e-safety.

Bullying is defined as the repetitive, intentional harming of 1 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
- Difficult to defend against

Bullying can include:

- Emotional
- Being unfriendly, excluding, tormenting
- Physical
- Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including:
    - Racial
    - Faith-based
    - Gendered (sexist)
    - Homophobic/biphobic
    - Transphobic
    - Disability-based
    - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.

Children are taught to know that they have the right to respect to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

- Make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- Encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- Respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- Apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- Support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- Safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem
- Address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- Ensure all staff are trained and supported to enable them to model positive relationships
- Regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- Provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. The head teacher will keep a record of all incidents. Each incident must be handled individually once the problem and the children have been identified.

- All staff to be informed
- All action to be recorded

- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies
- Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

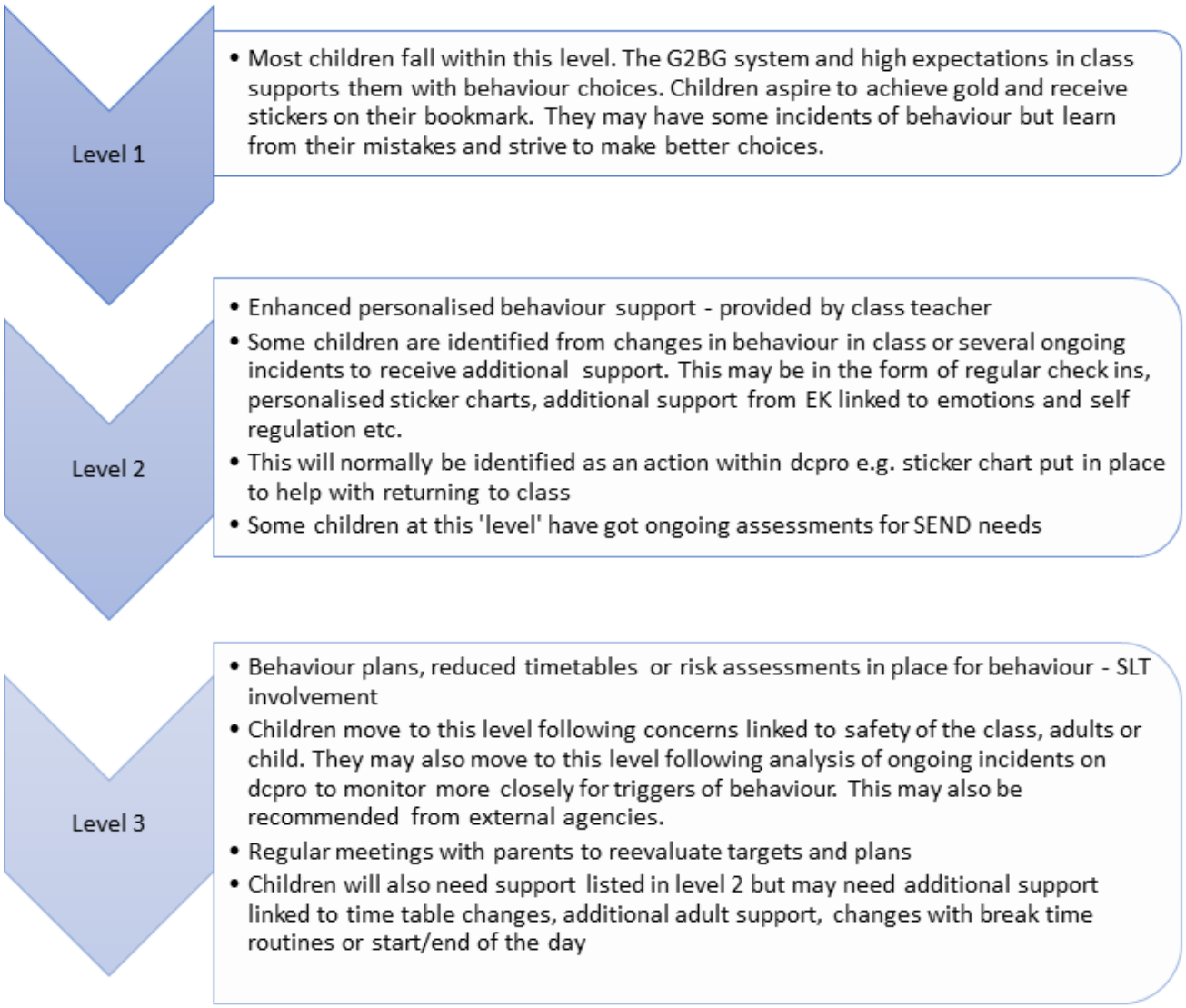
When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child. This will be logged on DCPRo.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

Monitoring Behaviour - Pupil Support

The steps are:

- Child demonstrates positive behaviour
- Child is given reminders about behaviour
- Teacher follows the good to be green system and logs behaviour on dcpro
- If child's behaviour continues to impact on behaviour, child may move to 'level 2' support and specific adaptations may be made to support their learning/social time.
- Parents will be informed of need for adaptations and be updated on effectiveness.
- If a child's behaviour continues to disrupt learning and cause challenges, they may move to 'level 3' support including the need for 1:1 interventions, behaviour support, early help referrals etc.
- Evidence of persistent disruption, engagement not following the behaviour policy can lead to fixed term and permanent exclusion.



Behaviour Expectations

Behaviour curriculum

Behaviour expectations are set out in more detail within the behaviour curriculum. This is broken down into eight categories:

Online behaviour	School visits and clubs	Assembly	Dinner hall	Moving around school	In class	Playtime	Community

The behaviour curriculum is delivered during the first week of the term and during PSHE slots mapped out by the PSHE lead and behaviour lead together. The curriculum is broken down into three stages and the five Hempstalls' values. Children will develop their understanding of the values within different contexts and at an age-appropriate level e.g. Y6 children will need to know more about showing respect whilst out in the community without an adult than KS1 children who would be with family/friends. Sessions are delivered with the support of PowerPoints to ensure consistency with wording across year groups and offer opportunities

for children to practise behaviours such as asking questions or preparing their equipment for the day. This ensures that all children know explicitly what is expected of them and can meet the high expectations at Hempstalls.

Learning Environment Expectations:

A **shaker** will be used to gain children's attention. On hearing this sound children will instantly:

- Put any equipment down.
- Fold arms
- Face the adult who is talking

Routines

Whole School

- Doors are opened and children enter school from 8:35am onwards. (Children may be on site at the free breakfast club provision
- Behaviour and impeccable conduct begin from when children arrive on the site.

Moving around school- Playtimes/Lunchtimes/End of Day

- Line up in a calm manner
- Walk around the school in a calm and quiet manner
- Wear the correct uniform, shirts should be tucked in once entering the school
- Demonstrate courteous manners such as holding the door open for adults/ younger children
- At the end of the school day children should collect their book bags and coats and walk quietly to their dismissal location accompanied by the class teacher or teaching assistant.
- If a child is attending an after school club, then they should wait in an agreed designated area under supervision. (Children will not be left alone)
- Children should not leave the playground without permission from an adult on duty.
- Children are encouraged to use the toilets at playtime rather than during lesson time.
- Five minutes before the end of lunchtime all playground equipment is put away.
- As the whistle sounds the children stand still to acknowledge that the first whistle has been blown then walk to their class lines.
- Children must walk across the playground at the end of the day; scooters and bikes must be pushed across the playground and not mounted until children are off school grounds
- Children must be accompanied by an adult or responsible person as they walk out of school, unless permission has been granted to walk alone
- Children must not use their mobile phone until they have exited the school grounds

Leaving the classroom for assembly or a PE lesson

The teacher chooses a leader; children are encouraged and expected to line up quietly. Children are expected to stay in their place in line and walk sensibly and quietly. Children leave the hall quietly and sensibly.

- Children will enter the hall in silence with a class teacher
- Children will sit crossed legged on the floor or with reasonable adjustment where required
- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly
- Children will exit the hall in silence with a class teacher

Leaving the Classroom for Playtime/Lunchtime

Teacher chooses a leader; children line up quietly. Children are expected to stay in their place in line and to walk sensibly, without talking into the playground.

Entering the Classroom Playtime/Lunchtime

The teacher collects the class at the end of playtimes in Key Stage 1. Children are collected from the playground at the end of lunchtime by their class teacher or teaching assistant. When children enter the school, they are expected to enter quietly and orderly together. In Key Stage 2 children enter the school without talking. The class teacher or teaching assistant waits at the door of the classroom to greet the children.

Leaving the Classroom at the End of the Day

After the final lesson of the day, children and adults should ensure that the classroom and corridor is tidy and orderly.

At the end of the school day children should collect their book bags and coats and walk quietly out of school accompanied by the class teacher or teaching assistant.

If a child has not been collected, they should be taken to the office by a member of staff, and the member of staff should stay with that child until they are collected. If they are not collected for a period, they will be sent to Care Club, and parents will be charged accordingly. Children must only go to care club (if not on the register) by the Headteacher or Deputy Headteacher.

If a child is attending After School Clubs, then they should wait in a classroom or neighbouring classroom with a member of staff.

Wet Playtimes

Teachers, support staff and lunch time supervisors take turns to supervise their class during wet play.

Fire Drill

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them.

Playground Routines

a) Entering the playground

- Children are expected to walk into the playground.
- The teacher will ensure that a designated member of staff is on duty, in the playground before they leave their class.

b) Leaving the Playground

- Children should not leave the playground without permission from an adult on duty.
- Children are encouraged to use the toilets at playtime rather than during lesson time.
- **Five minutes** before the end of lunchtime all playground equipment is put away.
- As the whistle sounds the children stand still to acknowledge that the first whistle has been blown.
- A class at a time are sent into school the children walk purposefully.

It is the class teachers' responsibility to ensure that a class monitor has taken water bottles to the playground.

Playground Equipment/Zones

The playground trolleys and boxes with equipment are used on a daily basis. There is a wide range of equipment. Rotas are used to ensure all year groups have access to different areas of the playground in a safe manner. Staff are timetabled to facilitate games and in KS2 the 'chillzone' is also used as a quieter space for children.

Walking around the school

All children are encouraged to walk quietly around the school. If pupils are inside the building, they must be supervised.

School Clubs

At Hempstalls we run a number of clubs before school, during lunchtimes and after school. The clubs are extra-curricular and aimed at supporting children's broader interests. Parental written consent is required before any child can attend the before or after school sessions.

Behaviour outside of school

Hempstalls will impose a sanction, where satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- Have repercussions for the orderly running of the school;
- Pose a threat to another pupil, a member of staff or member of the public; or
- Could adversely affect the reputation of the school

E- Safety

The school promotes the highest standard of behaviour in all areas of school life including around e-safety. Children are expected to follow the e-safety guidelines and to be respectful and uphold the standard of behaviour expected at all time. Children are reminded and taught, daily and weekly about how to keep safe online.

Recording Behaviour Incidents

- Class teachers will log any child that reaches warning 2 (blue) through the classroom entry section on dcpro.
- Class teachers will also log any child that is involved in a specific incident (that may lead to an amber or red card) on dcpro pro through the record incident function.
- The behaviour lead will keep a record of children that have moved to amber, this will be reviewed in SLT and any further actions of intervention will be decided
- The behaviour lead will also keep a record of any children who have moved to red, this will be recorded on their school file.
- Class teachers will record any incidents which have caused harm to self or others or damage to property.

Confiscation

Confiscation is a lawful disciplinary penalty. Staff at Hempstalls have the right to confiscate anything that may cause harm to self or others or that are inappropriate for school. Staff must explain why they are confiscating something and a member of SLT will be informed. Items must be stored in a safe place until these are either handed back to the child or to the parent at the end of the day, dependent upon the item. Hempstalls DSL or DDSL will seek advice from external agencies if required.

Exclusion (More information in Exclusion Policy)

Whilst the ethos of Hempstalls is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the reminders and actions for inappropriate behaviour.

At Hempstalls Primary School we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the exclusion procedures as set out in the Staffordshire Local Authority Guidelines. Every child at Hempstalls has the right to learn, free from distractions caused by the behaviour of other children.

Appendix 1 – Red Card Letter

Letter issued to parents if child moves to red on the behaviour system

Dear Parents,

I am writing to inform you that today your child has failed to uphold the behaviour expectations that we set at Hempstalls Primary. After repeated warnings and failure to improve their behaviour, it has resulted in your child being moved to the final stage of our behaviour management system.

All children that attend Hempstalls Primary School have a right to learn without disruptions from other children, we believe it to be unacceptable that your child has caused a negative impact on others learning opportunities and this has resulted in your child being moved to red, the final stage of our system.

We ask, as a school, that you address this matter at home with your child to ensure they realise the consequences of their actions and choices that they have made today. Please help us to ensure that your child returns to school with a positive attitude tomorrow, ready to fulfil the behaviour expectations that we uphold at Hempstalls.

Thank you for your support in this matter.

Yours sincerely

Miss A Bell

Headteacher