

Harwood Meadows Primary School



BEHAVIOUR POLICY

Version and Date		Action/Notes
1.0	23.11.2021	Updated JB
1.1	12.09.2022	Updated JB
1.2	04.09.2023	Updated JB
1.3	04.09.2024	Updated JB
1.4	Sept 2025	Updated JB

This policy aligns with the Department for Education’s guidance: ‘Behaviour in Schools: Advice for Headteachers and School Staff’ (February 2024) and the statutory guidance on ‘Suspensions and Permanent Exclusions’ (2023). It reflects the school’s values and legal responsibilities to promote positive behaviour, safeguard children, and ensure a safe, inclusive learning environment.

Aims and Objectives

At Harwood Meadows Primary School we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour.

Our aims are to:

- Promote good relationships by ensuring that all children are treated fairly and shown respect.
- Create a consistent environment that expects, encourages and recognises good behaviour, and one in which everyone feels happy and safe.
- Help children develop self-respect, self-control and accountability for their own behaviour.
- Develop self-esteem through success, positive relationships and awareness of how behaviour impacts on self and others.
- Encourage partnership between home and school.

Behaviour Curriculum

As recommended in the DfE’s guidance, our behaviour expectations are explicitly taught through a behaviour curriculum. Children are taught the routines, manners, and conduct expected in all parts of school life – in lessons, assemblies, lunchtimes, corridors, and online. Staff model expected behaviours consistently and positively reinforce them throughout the day.

Rules and Values

We expect all our children to follow these three simple rules:
READY, RESPECTFUL, SAFE.

READY:

- Be organised and ready to begin work.
- Complete work and use class time wisely.
- Take part in group discussions and projects.

RESPECTFUL:

- Use respectful language towards everyone.
- Respect the rights and property of others.
- Be kind – treat others how you would like to be treated.

SAFE:

- Follow instructions given by adults in school.
- Always ensure a member of staff knows where you are.
- Display appropriate self-control during assemblies, break times and around school.

Roles and Responsibilities

All staff are responsible for promoting positive behaviour and implementing this policy consistently. The Headteacher holds overall responsibility for behaviour standards and ensures the policy is regularly reviewed. The Governing Body supports the Headteacher in monitoring the impact of this policy and ensures it is published on the school website.

Staff Expectations

Staff will:

- Meet and greet children each morning
- Consistently refer to our school rules and values ('Ready, Respectful, Safe' / 'Aspirational, Resilient, Kind').
- Model expected behaviours and build positive relationships
- Plan lessons that engage, challenge, and meet the needs of all learners.
- Positively praise those making the right choices.
- Follow up behaviour incidents every time and engage in reflective dialogue.
- Use restorative conversations when the child is calm and able to reflect.
- Support behaviour across school by acknowledging children who are not making the correct choices, either by dealing with this effectively themselves or drawing on the support of colleagues
- Prepare and provide appropriate work in the event of the child needing to be removed from the class so that learning isn't disturbed
- Understand that children outside their window of tolerance e.g. a child in distress, will need time, space and reduced language as appropriate; staff will respond using positive body language and tone to help the child de-escalate (see appendix for strategies). Restorative / emotional coaching conversations will only take place when the child is calm and able to reflect on a particular incident.

Reward Systems

'Class Dojo' is our positive behaviour management tool. Staff reward pupils for behaviour linked to school rules and values. Points contribute to Bronze, Silver, Gold, and Platinum certificates, which are presented in assemblies.

CERTIFICATE + BADGES	WHOLE SCHOOL
BRONZE DOJO	50 POINTS
SILVER DOJO	100 POINTS
GOLD DOJO	150 POINTS
PLATINUM DOJO	200+ POINTS

Additional Strategies for Positive Behaviour

Additional strategies may include:

- Positive praise
- Building positive relationships with children and parents
- Certificates in assemblies
- Golden book awards
- Sharing learning with members of SLT
- Positive messages from staff members to parents on Dojo

Sanctions and Interventions

Staff apply a graduated approach to sanctions based on the severity and frequency of behaviour, ensuring fairness and proportionality. Responses are recorded on CPOMS where necessary. Persistent or serious incidents will be reviewed by SLT, and parents will be informed. SLT may consider referrals for additional support or external agency involvement where appropriate.

1: Inappropriate Behaviour

- Encourage the child to change behaviour and get back on track, using positive reinforcement and focusing their effort to change.
- Non-verbal prompts – some children may respond more appropriately to discrete prompts.
- Recognise and praise other positive behaviours in the classroom.
- Remind the child of the expected behaviour linked to our school rules.
- Children will be offered a choice defined by the teacher and follow the compliance routine if appropriate (see appendices) e.g. this piece of work can be completed now or at playtime.

2: Repeated Behaviour

- Child reminded that if behaviour continues they may miss a period of playtime or lunchtime.
- Positive encouragement used to get the child back on track and return to class.
- Staff should try to identify any patterns of behaviour, i.e. time/s of the school day where particular behaviours are being displayed.

3: Persistent Behaviour

- If the behaviour continues a further reminder of the school's rules is given and 5 minutes removed from playtime. Further repeated behaviour will result in 10 minutes removed from playtime. This time can be earned back for positive behaviour.

- Persistent negative behaviour may result in children missing a whole playtime or lunchtime.
- This will be recorded on CPOMS, our internal system for recording incidents
- A post incident discussion will take place with the child to discuss alternative strategies to stop repeat behaviour.
- Where persistent behaviour occurs, parents will be informed and invited to meet with the class teacher either in person or via phone call. This may be supported by a member of SLT. If behaviour does not improve, then parents will be contacted by the Head or Deputy to discuss next steps.
- SLT will support staff to speak to the child by reinforcing messages given by staff.
- SLT will continually monitor the quality of education & behaviour of learners and offer feedback and suggestions to support staff and children.
- SLT will consider whether a referral to external support agencies would be beneficial.

Serious or Dangerous Behaviour

Serious incidents include behaviour that endangers others or significantly disrupts learning. Such incidents will be referred immediately to the SLT. Physical intervention may be used only to prevent harm, injury, or damage, and all incidents will be recorded and parents informed. The use of reasonable force follows DfE guidance and is always the last resort.

With any serious behaviour incident, a member staff may send for a member of the SLT. If required, a member of SLT may remove the child to complete their work away from the class. When a child is removed from the classroom (depending on the severity of the situation) if deemed appropriate, the child may be reintegrated back into the classroom

When this happens, the child will:

1. Complete any work given/that has been set
2. Return to class when they are calm
3. Return to class at a time that is less disruptive for all parties, i.e after a break time/when the next lesson is about to start

On reintegration, staff members will greet children positively.

- The member of staff who witnessed the incident will add the incident to CPOMS, where members of SLT will be alerted
- If the decision is made that it is not appropriate for the child to return to class, they will spend the remainder of the day with the SLT member/in another classroom
- The class teacher or member of the SLT will contact parents to report the incident and arrange a meeting on the day if possible
- A decision about consequences will be made during the meeting. This could result in an internal or external suspension, depending upon the severity of the situation, taking into account frequency of incidents along with consideration of child's needs. A record of this meeting should be added as an action on CPOMS.
- Decisions made will be fed back to staff. It is also the responsibility of staff to ask for any information from the SLT member
- In cases where no improvements are seen, children who continuously disrupt the learning environment could receive a suspension

Violence towards members of staff will result in an instant exclusion, which may be permanent. Please refer to our exclusions policy.

Searching, Screening and Confiscation

In line with DfE guidance (2022, updated 2024), school staff have the statutory power to search pupils or their possessions where there are reasonable grounds to suspect they may have a prohibited item. Screening may be used for safety purposes. Any confiscated items will be handled respectfully and recorded where appropriate. Parents will be informed if prohibited items are found.

Behaviour Beyond the School Gate

The Headteacher has a statutory duty to address poor behaviour outside of school, including behaviour on public transport, in the community, and online. Incidents that impact the school's reputation or the welfare of others will be investigated and addressed appropriately.

Suspensions and Permanent Exclusions

The Headteacher will ensure decisions regarding suspensions or permanent exclusions follow statutory DfE guidance (2023). Extreme behaviour or persistent disruptive and challenging behaviour may lead to child suspension or permanent exclusion, which will only be used as a last resort. Only the Headteacher, or Acting Head Teacher, will make the decision to suspend or exclude a child from school. The Acting Head Teacher is the Deputy Head Teacher. If both the HT and DHT are not in the building, a member of the SLT will fulfil the role of Acting Head Teacher for the purposes of a suspension.

They may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If a child is suspended / excluded, parents are informed as soon as possible, giving reasons. At the same time, it is made clear to the parents that they can appeal against the decision to the Governing Body and this process is explained in the letter of suspension / exclusion. The Headteacher informs the Governing Body about any suspensions or permanent exclusions. See Exclusion Policy for further information. If a child is suspended for any period of time, appropriate work is sent home for them to complete covering the duration of their suspension. When a child returns to school, a reintegration meeting will take place with the child and their parent or carer.

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked;
- ensure the voice of the child is heard and allow the pupil to give their version of events;
- consider if the pupil has special educational needs (SEN).

Pupils with Special Educational Needs and Disabilities

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for pupils with SEND. Personalised behaviour support plans will be developed where appropriate, in consultation with parents and the SENDCo. Staff are trained to use trauma-informed approaches to

support emotional regulation and inclusion.

Adverse Childhood Experiences (ACEs) and Their Impact on Behaviour

Introduction to ACEs

Adverse Childhood Experiences (ACEs) refer to a range of stressful or traumatic events that occur during childhood, typically before the age of 18. In the context of a UK primary school, ACEs may include:

- Physical, emotional, or sexual abuse
- Neglect
- Domestic violence or household dysfunction (e.g., parental substance abuse, mental illness, or incarceration)
- Bereavement or loss of a close family member
- Parental separation or divorce

Research shows that ACEs can have significant and long-lasting effects on a child's emotional, psychological, and physical wellbeing. Children who have experienced ACEs may find it more difficult to regulate their emotions, manage stress, and interact positively with peers and adults. These challenges can manifest in a variety of behaviours within the school environment.

Recognising the Impact of ACEs on Behaviour

Children who have experienced ACEs may exhibit behaviours that are challenging, but it is important to understand these behaviours within the context of trauma. Behaviour may be an expression of unmet emotional needs or an attempt to cope with past or ongoing stress. Signs that a child may be affected by ACEs include:

- **Emotional Dysregulation:** Overreacting to situations, struggling to calm down, or having emotional outbursts (e.g., anger, crying, frustration).
- **Withdrawal:** Avoiding social interactions, reluctance to join group activities, or appearing isolated and detached from peers.
- **Aggressive or Disruptive Behaviour:** Outbursts of anger, physical aggression, defiance, or acting out in class. These may be linked to a child's learned responses to stress or fear.
- **Difficulty Concentrating or Inconsistent Performance:** Struggling to focus on tasks, appearing distracted, or experiencing anxiety about academic work.
- **Physical Symptoms:** Complaints of headaches, stomach aches, or other stress-related physical symptoms.

Trauma-Informed Approach to Behaviour

A trauma-informed approach helps staff understand and respond to behaviour with empathy, recognising the child's history of trauma. Instead of focusing solely on behaviour as misbehaviour, we aim to understand the root causes and provide appropriate support. This approach encourages:

- **Creating a Safe and Supportive Environment:** Establishing clear expectations, consistency, and emotional support, which helps children feel secure and reduces anxiety.
- **Empathy and Understanding:** Responding to challenging behaviour with compassion, recognising that these actions may be coping mechanisms rather than deliberate misbehaviour.
- **Building Positive Relationships:** Strong, trusting relationships with both adults and peers are vital. These relationships can offer the stability and care children with ACEs need.
- **Focus on Strengths and Positive Reinforcement:** Highlighting the child's strengths and achievements, no matter how small, to build self-esteem and resilience.

Support Strategies for Children Affected by ACEs

The school will implement the following strategies to support children affected by ACEs:

1. **Individualised Support Plans:** Where necessary, individualised support plans will be developed, in consultation with the child, parents, and external support services (e.g., Educational Psychologists, school counsellors). These plans will focus on the child's emotional and behavioural needs, with clear goals and strategies.
2. **Use of Calm Spaces:** Children who are feeling overwhelmed may benefit from having a quiet space where they can go to calm down and regain control over their emotions. This might be a designated "Time-Out" area or a safe space that is supervised by a member of staff.
3. **Collaborating with External Agencies:** The school will work closely with external agencies such as social services, CAMHS (Child and Adolescent Mental Health Services), and other specialist support providers to ensure that children who have experienced ACEs receive appropriate care and support.
4. **Trauma-Informed Classroom Practices:** Teachers and staff will use trauma-informed teaching practices, such as:
 - Providing clear routines and structures to reduce anxiety
 - Offering flexible teaching approaches that accommodate emotional needs
 - Giving children opportunities for physical movement or relaxation techniques during the school day
5. **Parental and Family Engagement:** Building strong partnerships with parents and carers is crucial. Staff will maintain open communication with families, providing information, guidance, and support for dealing with emotional challenges at home. Where appropriate, signposting to support services such as Family Support Workers or local parenting courses will be offered.
6. **Restorative Approaches to Conflict Resolution:** The school will use restorative justice practices to resolve conflicts, focusing on understanding the child's feelings, rebuilding relationships, and supporting them to take responsibility for their actions.

Working with External Support Services

The school will maintain strong relationships with external agencies that can offer specialist support for children affected by ACEs. These agencies may include:

- **CAMHS (Child and Adolescent Mental Health Services):** For emotional and mental health support.
- **Social Services:** For safeguarding and family support.
- **Educational Psychologists:** For assessments and advice on meeting the child's emotional and educational needs.
- **Behaviour Support Services:** Including charities or community services that provide mental health, counselling, or trauma recovery services.

Recording, Monitoring and Review

Unacceptable behaviour will be recorded using CPOMS. This will be monitored regularly by SLT and any concerns discussed with the SENDCo, so that support programmes can be put in place if necessary. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussions with pupils, staff and parents. This policy will be reviewed annually, with opportunities for consultation with staff, pupils, parents and Governors.

Governance and Review

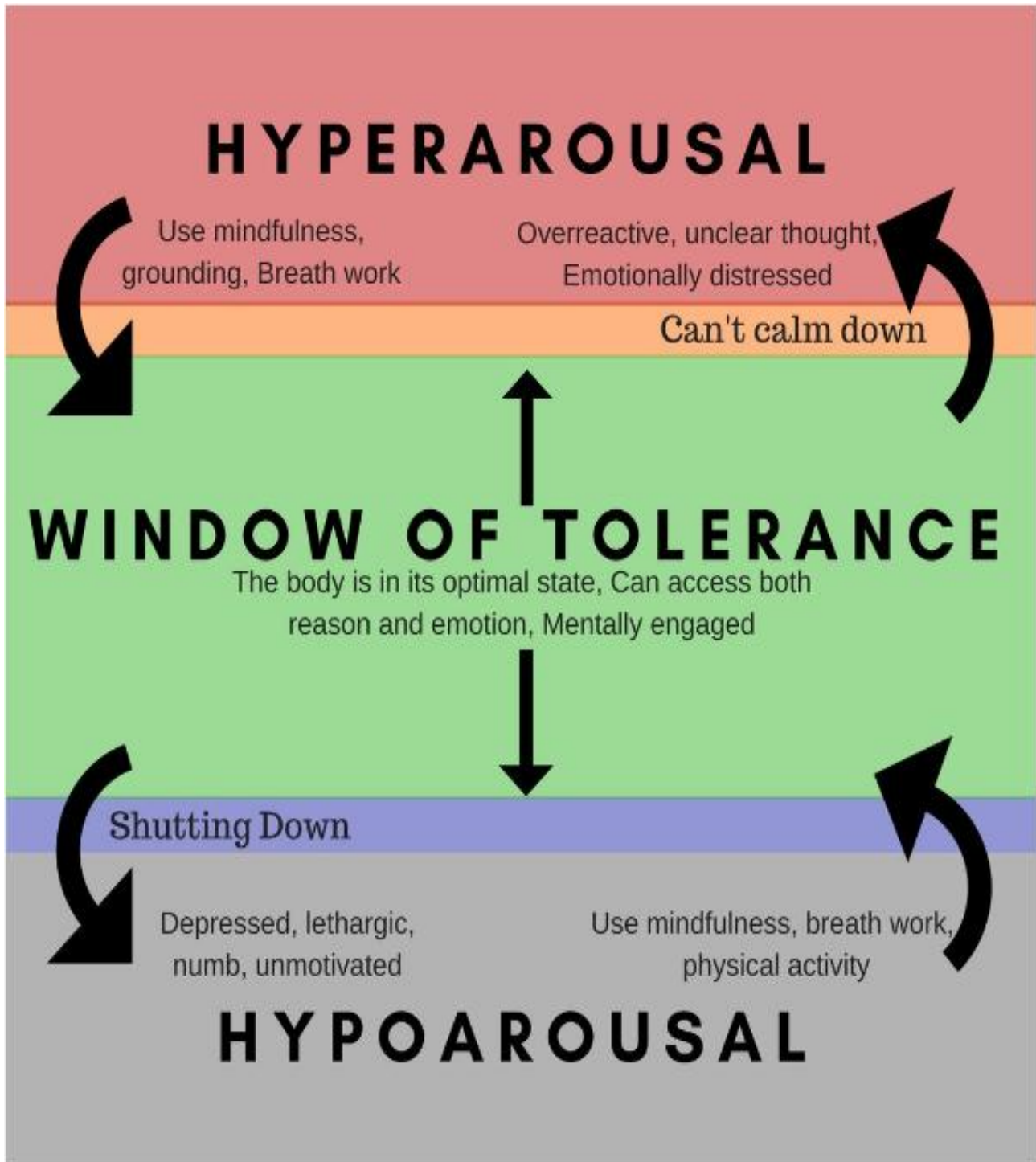
This Behaviour Policy is approved by the Governing Body and published on the school website. It reflects DfE guidance and statutory duties relating to behaviour, equality, and safeguarding. Governors review its impact through regular reports and discussions with the Headteacher.

This policy was adopted for full implementation March 2021.

This Policy will be reviewed by the Governing Body on an annual cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	Sept 2025
Next Review:	Sept 2026
Signature of Chair of Governors: 	Signature of Headteacher: 

Window of Tolerance



Compliance Routine

Compliance Routine

