



HCPS Behaviour Policy

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Reviewed	July 2025

HCPS Behaviour Policy

Hoyland Common Primary School believes that good behaviour is directly linked to children's academic behaviour; our emphasis in school is on hard work and positive attitudes towards learning. If a behaviour policy is to be effective, it is vital that it is consistently applied throughout school and strategies are in place to support children and staff.

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.

Aims of the Policy

- To encourage respect for religious and moral values and tolerance of other cultures in a multi-racial society
- To develop core courtesy and good manners and teach children to have respect for themselves, others, and property and to develop a caring and responsible attitude towards our environment
- To help pupils appreciate the achievements, individuality and aspirations of all and celebrate their successes
- To ensure continuity and progression through effective behaviour strategies
- To ensure a consistent approach to behaviour management throughout the school
- To develop positive attitudes to learning this policy sets out to:
- Provide clear boundaries that children, staff and parents understand in relation to the HCPS Home-School Agreement
- Meet the needs of pupils who have emotional and behavioural difficulties
- Promote a positive learning environment for all learners
- Ensure a consistent approach to behaviour management throughout school

School rules and values

Hoyland Common Primary School has taken a collaborative approach in developing the HCPS Core Values, incorporating input from the entire school community. Our school values are Kindness, Aspirations, Individuality and Curiosity. These values are our rules: to be kind, to respect aspirations and individuality and encourage curiosity, prominently showcased throughout the school, along corridors and displayed in classrooms as vibrant posters that serve as constant reminders for children. Regular exposure to these values fosters a positive learning environment, helping students internalize and apply them in their daily lives. To ensure a unified understanding, the school has thoughtfully communicated these values to parents as well, via the Home-School Agreement, fostering a strong partnership between home and school in nurturing these principles.

Classroom management at Hoyland Common

At our school, we have high expectations for behaviour at all times. We firmly believe that fostering a high standard of teaching and learning is essential to cultivating positive attitudes towards education. As part of this belief, we empower every student to take ownership of their behaviour and its impact on their learning journey.

To effectively manage behaviour throughout the school, we have implemented a comprehensive and well-structured approach. Central to our system is the cultivation of positive relationships between staff and students, grounded in a deep understanding of each child's unique background and past experiences. We recognise that certain behaviours may arise from specific SEND (Special Educational Needs and Disabilities) requirements, and we ensure that appropriate provisions are incorporated into the child's SEN plan, addressing their individual needs effectively.

Our behaviour management system is thoughtfully constructed based upon the pillars of positive descriptive praise and unconditional positive regard. We firmly believe in the power of acknowledging and valuing students' efforts and accomplishments. By actively recognising and appreciating their contributions, we develop an environment that fosters self-esteem, reinforcing their motivation to strive for improvement.

Through this holistic approach, we not only encourage positive behaviour but also instil a sense of respect, responsibility, and personal growth within our vibrant school community. By consistently reinforcing positive behaviour, we establish a culture that values and upholds these principles as fundamental to the educational journey of every student. It is our commitment to nurturing the holistic development of each individual, fostering an atmosphere where every student can flourish academically, socially, and emotionally.

All staff will:

- Meet and greet children at the start of the day.
- Be at the door of their classroom at the beginning and end of each lesson.
- Model positive behaviours and build relationships.
- Reward children who are living up to our high expectations.
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to our school values.

SMSAs will:

- Be friendly and approachable.
- Be aware of relevant and accepted expectations and reinforcing them.
- Be consistent and fair when giving rewards or imposing agreed sanctions.
- Know the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- Support children's development of behaviour skills and self-regulation, with training support.
- Have high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
- Encourage respectful attitudes for others, the environment, property, and equipment.
- Support children with SEMH using agreed strategies.

The headteacher and the senior leadership team will:

- Meet and greet children at the start of the day.
- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, house points and certificates.
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given to pupils about expected behaviours.
- Support the school's values, rules, and policies.
- Always make their child aware of appropriate behaviour.
- Inform school about any issues at home that might affect a child's learning or behaviour.

Pupils will:

- Work to the best of their abilities and allow others to do the same.
- Treat others with respect.
- Comply with the instructions of all members of staff.
- Take care of the school property and environment.
- Cooperate with other children and adults.

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion 'deliberate botheredness'.

Behaviour and sanctions

All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. If a child breaks a rule this will be discussed with the child at an age-appropriate level. When poor behaviour is identified, sanctions are consistently and fairly implemented.

When there are problems with behaviour we aim to try and understand the reasons for it so that we can deal with it most effectively. It is important to label the behaviour as the problem and not the child. If misbehaviour or bullying does occur, then the type of action taken depends on the problem.

The stages are:

1. Children are given a reminder of the school rule or the requirement (I needed you to....) repeat reminders if reasonable adjustments are necessary.
2. Children are given a verbal warning (**1st warning**) if a school rule is broken. It is important that the child knows exactly which rule has been broken and the consequences of their actions.
3. If a child continues to misbehave, an in-class intervention may be used. An example may be moving seat, take time out of the room, removal of something, or any other intervention the member of staff chooses to fit the behaviour (**2nd warning**).
4. If behaviour continues to be a problem the teacher will contact a member of the SLT to discuss with the pupil the consequences of their actions and incidents of poor behaviour.
5. If the behaviour continues the class teacher or a member of the SLT will contact parents to arrange an informal meeting (verbal or physical).
6. If there is still a continuation of poor behaviour a formal meeting will be held with the class teacher, head teacher, parent and child. The Home School Agreement will be referred to and discussed. At this meeting, targets will be agreed upon for child, home and school to work upon. In the most severe cases an individual behaviour plan, IBP, will be drawn up and a record of positive and negative behaviour will be kept. This will be sent home for the parent to sign and comment on, as necessary. Minutes of this meeting will be recorded and placed on the CPOMs system. A further meeting will be held if appropriate, the school SENDCO will attend this meeting to identify if there is any Special Educational Need.
7. If not resolved, fixed term suspension procedures will be initiated in accordance with Barnsley LA procedure. Severe behaviour issues e.g., violence towards another pupil or adult in school may result in the immediate suspension of the pupil. (See Barnsley LA guidance document Exclusion Procedure for further details). If the Head teacher excludes a child they will inform parents immediately giving a clear reason.

Through developing relationships with pupils, staff will be able to identify whether events of negative behaviour are out of character, and these will be logged on Arbor. Any behaviour incident which has been identified as a concern will be reported on Arbor to ensure that this can be tracked and monitored moving forwards.

Serious incidents

A serious incident such as threats, violent and aggressive behaviour or swearing maliciously, refusal or defiance needs to be reported to a member of SLT immediately.

Parents will be informed of all serious incidents. Appropriate consequences will be issued by SLT. If required exclusion procedures will be initiated in accordance with Barnsley LA procedure. (See Barnsley LA guidance document Exclusion Procedure for further details).

It is important to remember the importance of a fresh start. Where incidents have escalated there needs to be some restorative work to rebuild relationships whether that be between adult and pupil or pupil and pupil

Use of Artificial Intelligence

Students must use Artificial Intelligence (AI) tools responsibly and in line with the Trust's AI Policy. AI must never be used to create inappropriate, harmful, misleading, or abusive content, including AI-generated images, messages, or deepfakes. Students must not use AI to bully, harass, impersonate others, or bypass school systems. Any misuse of AI—whether generating inappropriate material, submitting AI-produced work as their own, or using AI to cause disruption—will be treated as a breach of the Behaviour Policy.

Restorative discussions

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

Everyone must be given enough time to calm down before the restorative discussion takes place.

Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.

All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.

Discussions are held in a calm, quiet, private place.

In Foundation stage, staff model good behaviour, manners and a positive attitude towards each other. Routines, boundaries and high expectations are consistently reinforced by all staff in the setting. Foundation stage staff will verbally feedback to parents/carers at the end of each session to resolve, inform about, or discuss behavioural issues further. In the case of more serious issues, Foundation stage staff will follow the same procedures as set out for the rest of school.

Playtime supervision

All pupils will be escorted to and from the playground to ensure they start playtime in a calm manner. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

If a rule is broken at break or lunch time staff on duty will deal with accordingly, if appropriate, staff will communicate this to the class teacher who will deal with the issue in line with the steps above. SMSAs report back to the class teacher at the end of lunchtime.

Breakfast club

All children are invited to attend breakfast club, although children are free to choose from the range of activities available, we expect them to always abide by the school rules. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

Extra-curricular activities and clubs

All children are invited to choose from a variety of clubs to enrich their learning experiences. All children attending will be expected to always follow the school rules. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

School trips

Where children's inappropriate behaviour results in them being unable to attend planned school trips/visits due to them posing a threat to the safety of themselves or others i.e., absconding, refusal to follow directions from staff or aggression towards others, parents will not be offered refunds for any monies paid and will accept this is a consequence of their child's behaviour in school.

Each case will be decided upon individually according to circumstances and the parents will be informed as soon as possible. Where a child is unable to attend such trips/visits, as a consequence of their behaviour, alternative educational activities will be planned in school. Children are still expected to attend school and parents have a legal responsibility to make sure they do as set out under our attendance policy and in line with Government requirements.

Rewards and privileges

Hoyland Common Primary School recognises the importance of positive descriptive praise when promoting positive behaviour. The school adopts a range of reward systems to encourage positive behaviours to learning, but also recognises that intrinsic rewards are key to promoting a culture of positive behaviours for learning. We also firmly believe in a culture of unconditional positive regard.

Hoyland Common School runs a house point award system, designed to encourage and recognise students' positive learning behaviours and achievements. Under this system, pupils have the opportunity to earn house points for demonstrating positive behaviours, school values and achievements. House points are recorded on ClassDojo and children earn points towards prizes for their house, this allows students to strive for milestones. Children are further encouraged beyond house points through individual class praise and rewards e.g. using verbal and written praise, post-cards, stickers, star of the week etc.

Parental involvement

It is vital that parents are kept informed of strategies used to help support the behaviour of pupils. Parents are expected to support staff in decisions made in order support the improvement of behaviour and keep in regular contact with the teacher involved. Parents are encouraged to discuss any issue related to behaviour, either in school or at home. Parents will be informed if a child is regularly not behaving in line with the school rules. If the problem is severe parents will be contacted on the first occasion (for example a violent or racist behaviour). The Hoyland Common Home-School Agreement forms the basis of the expected behaviour of pupils in school and the roles of both parents and staff to uphold this agreement. The Home-School Agreement will be reviewed and sent out to parents annually. In severe circumstances, parents may be asked to remove their child from the premises at lunchtimes and alternative arrangements will need to be made.

Managing behaviour over time

The headteacher & SLT monitor patterns of behaviour monthly. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in their class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school.
- Awarding house points in recognition of compliance with school expectations.
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

Recording and reporting

Behaviour incidents will be systematically recorded using Arbor to identify patterns of behaviour. By taking the action of recording incidents of behaviour we are giving a clear message to parents, staff, and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident has been handled.

The Senior Leadership Team will be responsible for overseeing all recorded behaviour incidents and adding appropriate actions where necessary.

All behavioural incidents are dealt with on a case-by-case basis and in conjunction with our Safeguarding Policy, Anti Bullying Policy, Mental Health Policy and SEND code of practice.

LEA support and outside agencies

Hoyland Common Primary School cannot always resolve problems which are linked to wider social issues. At times, the school may need to contact outside agencies for support with these issues. Children with behavioural issues may require support from other agencies, including support for parents. Children with SEN and Disabilities, in the case where a pupil's behaviour is affected by a SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the need/disability.

As professionals, we recognise that there is a close link between content and delivery of the curriculum and pupil behaviour. We aim to ensure that our teaching and learning is enjoyable, challenging and personalised to ensure that all pupils demonstrate positive attitudes towards learning. For further guidance, see DfE publication Behaviour and Discipline in Schools (January 2016) and Section 89 of the Education and Inspections Act 2006.

Additional notes

Additional guidance, DfE's publication of guidance - July 2013

Power to use reasonable force - Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place.

Additional guidance, following the DfE's publication of updated guidance in 2016.

Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)

1. misbehaviour when the pupil is
 - taking part in any school-organised or school related activity
 - travelling to or from school
 - wearing school uniform
 - or is in some other way identifiable as a pupil of the school
2. misbehaving at any time, whether or not the conditions above apply, that
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

This policy has been written in line with *Behaviour in Schools Advice for headteachers and school staff*.