

Hinguar Primary School and Nursery

Behaviour Policy



Review date	September 2026
Reviewed by	Mrs E. Goy
Next review date	September 2027

Introduction

At Hinguar Primary School and Nursery, we believe all members of our community have the right to feel respected, valued, and safe in an environment that supports both academic and emotional development.

Together we achieve

Aims of the policy

- To ensure consistency in our approach to promoting a positive culture
- To encourage individuals to respect the rights of others.
- To ensure that the school's expectations and strategies are widely known and understood
- To ensure that all adults take responsibility for managing behaviour and present positive role models for children to follow.
- To support working together with parents and carers.

Expectations

At Hinguar Primary School and Nursery we have high expectations for our children and pupils whilst recognising some have specific needs. We believe that good relationships are key to an environment where everyone feels safe and ready to learn.

We have three rules for our school community to remember and adhere to. These are displayed around the school and are promoted by all adults. They can be applied to all situations where pupils may need a reminder of acceptable and expected behaviours.

- Ready
- Respectful
- Safe



The rules are introduced to children when they join our nursery or reception. The words remain the same as children transition through the school, but the application develops appropriately with the age and stage of the children as their understanding deepens.

It is everyone's responsibility to recognise when children are following expectations and to remind and support children when these expectations are not met.

Promoting positive behaviour

We recognise the value of positive language and praise as part of building relationships to support a successful and positive learning environment.

Reward	Description
Praise	Positive praise is used to recognise positive behaviour, good work and learning behaviours
Catch Me!	Awarded by class staff to children for positive behaviour and learning behaviour These are collected and lead to certificates Bronze, Silver, Gold (with a badge), Platinum (with a celebration) These rewards reset each academic year
MDA stickers	Lunch time staff can reward children with stickers for positive and helpful behaviour during the lunch period.
Celebration Certificates	Certificates are awarded to children each week in assembly. One to three children may receive a certificate at the end of the week from each class
Headteacher/Deputy Headteacher Award	For excellent behaviour or learning behaviours
House points	Awarded for sporting success, effort or behaviour
Hinguar Stars	For positive learning behaviour - reading at home

The Learning Zone

At Hinguar, within the learning environment we aim for all children to remain within the 'Learning Zone'. We have a chart displayed in the classroom with all children's names in this zone at the start of the day. Children may move in and out of the learning zone in response to behaviour, attitude or accomplishment.

WOW Zone Children are moved to the WOW zone for surpassing expectation with behaviour and learning behaviour.
Learning Zone Every child starts the day in the learning zone. This is the expectation, that children will be: Ready, Respectful and Safe. Within this zone children may need redirecting and then if necessary, reminding, about expected behaviours. This could be non-verbal communication using eye contact or proximity or commenting on the positive behaviours of others who are close to the learner. A clear verbal reminder of the expectations delivered privately (where possible) to the pupil. State the behaviour, redirect and allow the learner adequate time to make the right choice. ¹
Warning Zone A child's name can be moved into the warning zone if they are not following the rules: Ready, Respectful, Safe and redirection and reminder has not been effective. Pupil to speak to class teacher away from other pupils. A brief redirection conversation is delivered privately (where possible) to the pupil. ¹ Pupil could be told to move to a different seat or area of the classroom to complete their learning. The pupil will be quickly moved back to the learning zone once behaviour improves.

When speaking to children we will be calm and consistent. We will use assertive language to describe the behaviour we expect to see. E.g. "Thank you for...", "I know you will....", "I need to see you/...."

¹Redirection Conversation: When a child is having difficulty managing their behaviour we will use comments like these

I noticed that you are ...(having trouble getting started/struggling to get going)

It was the rule about ...(being ready and lining up/being respectful in the way you spoke to...) that you are not following

You have chosen to...(catch up with your work at lunchtime/move to the back of the lunch line)

Do you remember last week when you...(helped me tidy up/got that catch me/went to the wow zone/were recognised in celebration assembly)? That is who I need to see today/I believe you are going to be a success

What can we do to get ready/improve for the next session? How can I help?

Stage 2 Warning Zone

If the pupil continues the behaviour that has led to the warning zone and cannot return to the learning zone or returns quickly to the warning zone they will stay after the lesson for a conversation¹ with the class teacher. The Phase leader may also be present.

This will be logged on our school behaviour system

If the pupil's behaviour is disruptive to the learning of others, they may temporarily continue their learning in another classroom. This will allow thinking and reflection time.

The class teacher will have a restorative conversation² with the pupil.

This will be logged on our school behaviour system and parents informed

Children in EYFS engaged in continuous provision will be given a 'thinking time' opportunity before speaking to the teacher and returning to activities.

The pupil will return to the learning zone once behaviour improves and rules are being met.

Beyond the Warning Zone

If the pupil **continues to demonstrate behaviour below expectation** they will be sent to a senior leader and parents/carers will be informed. Consequences and sanctions will apply.

Later, a restorative conversation will be held²

When there are **significant and serious behaviour incidents** SLT will be involved. See below.

²Restorative Conversation

When a child is reflecting on their behaviour with an adult, the adult may ask some of these questions:

I'm here to listen. Can you tell me what happened?

What were you thinking/ feeling at the time?

How do you think this made other people feel?

Who has been affected by your actions?

How have they been affected?

What can we do to make things right?

How can we do things differently in the future?

These conversations will happen after the event and the child has had time to reflect and regulate.

Lunchtimes and break times

Social times during the school day are more relaxed, but to enable them to be enjoyed by all, expectations for positive behaviour choices remain.

Midday assistants will speak to children about expectations for behaviour in the moment, using reminder and redirection.

Repetitive poor behaviour and disputes between children will be reported to the class teacher at the end of lunch so that they are aware for any continuation. However, in class, the child begins the new session as a fresh start.

Serious or significant behaviour (hurting others, fighting, inappropriate language) will be reported to SLT.

Consequences and Sanctions

Responses to behaviour may be protective to protect the rights of others and keep a pupil safe. For example, time for regulation, use of different spaces, additional support at times of transition or challenge, individual risk assessment. Responses may also be educational to cause improvement in behaviour; to develop better understanding of actions and how we can behave differently in the future, e.g. social stories, reflecting and restoring relationships, learning mentor intervention and restorative conversations that address the impact of behaviour on others.

Our approach to behaviour is based on relationships, so conversations with staff, children who may have been harmed or disrupted, and parents are the priority. Working together with parents and carers is important to us as it produces far better outcomes. Within this system we aim for our children to 'make good choices' and if this expectation is not met, we may also apply consequences.

Consequences are focused on the act (and where possible directly linked to the specific incident) rather than the child and will be delivered in a calm, consistent way by the adult.

Consequences may include:

- catching up on missed learning during their own time
- apologising to others
- assisting with cleaning up and repairing damage
- loss of privileges

Significant and serious behaviour incidents

Serious or significant incidents will be referred straight to the Headteacher/Deputy Headteacher (SLT). This includes repeated incidents where behaviour is not changing through typical classroom behaviour management strategies and consequences.

• Verbal aggression • Swearing • Throwing objects • Physical contact causing harm	1. Reported immediately to SLT 2. Recorded on behaviour management system 3. Parent/carers informed
• Continued behaviour as above • Physical assault on pupil or adult • Threatening • Dangerous, high-risk behaviour • Offensive or discriminatory language including racism	1. Reported immediately to SLT 2. Recorded on behaviour management system and safeguarding record 3. Parent/carers informed and formal meeting with HT/DHT
	Potential (but not exhaustive list) sanctions: • Loss of break/lunch • Removal from the classroom • Suspension • Exclusion Local authority Inclusion team/other external agency involvement

NB For allegations of bullying please see Anti-Bullying Policy

External Fixed Term Suspension

In serious cases, a fixed-term off-site suspension may be necessary. During this time, work set by the class teacher will be provided and sent home. If a child is serving a fixed-term suspension, it is the responsibility of their parents/carers to ensure the child remains at home for the duration of the suspension and does not leave the house during school hours. At the end of the suspension, a return-to-school meeting will be held with a member of the Senior Leadership Team.

Exceptionally serious individual incidents or repeated serious incidents may result in either an offsite direction or a permanent exclusion.

[SECAT Suspensions and Exclusions Policy](#)

Supporting those with SEND and social, emotional and mental health

We recognise that some children have additional needs or have experienced trauma and may respond differently in certain situations. Others will be developing understanding below their chronological age. Some children will need more support with managing emotions and behaviour. We will consider needs, often through an ISP in collaboration with family, class teacher, learning mentor and SENDCO and reasonable adjustments and provisions will be made.

Supporting those who have been harmed

Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed or wellbeing compromised. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Mobile Phones

Mobile phones are not permitted to be used in school. We discourage any devices being brought to school at all but if they must be brought in for use on the journey to school or for other personal reasons the phone must be handed to the class teacher on arrival at school. It will be stored in a secure cupboard throughout the day.

Phones may not be used by pupils within the school site, including outside.

If your child is bringing a mobile phone for their journey, please remind them of the dangers of looking at a phone when walking near to and crossing roads. In school we will continue to educate about safer internet use and will provide information for parents regularly about risks involved with online activity and social media.

Other smart technology is also prohibited. Children are not permitted to wear or use any device that can receive or send messages or has the ability to record audio and/or video.

If a smart device is needed for medical purposes this should be discussed with the headteacher and the use in this exceptional circumstance will be risk assessed and specifically agreed in writing.

Restrictive interventions, including use of reasonable force

It is important to us to only use reasonable force if deemed necessary to keep the community and individual safe. All members of school staff have a legal power to use reasonable force in certain circumstances as described below:

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Any member of staff will do this if necessary although prevention and de-escalation is always a priority. Staff will always ask for help from another member of staff in the first instance if possible as a change of personnel can be beneficial. SLT will be informed if possible if reasonable force is likely to be used and will be in attendance where possible.

If used, the least amount of restrictive intervention would be applied for the least amount time possible.

Where individual pupils have identified needs strategies to support those pupils will be planned and considered to work towards prevention rather than reaction where possible.

If restrictive intervention or reasonable force is used parents/carers will be informed and it will be recorded.

For more information, please see the [DfE Guidance](#).

Searching and Confiscating

There are legal provisions which enable school staff to confiscate items from pupils if necessary.

Headteachers and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below or any other item that the school rules identify as an item which may be searched for.

- knives and weapons
- alcohol
- illegal drugs
- stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers, vapes
- fireworks
- pornographic images.

Staff may confiscate items that are being misused and causing behavioural challenge. Toys, electronic items and phones are not permitted in school

Behaviour outside of school

The school will consider responding to actions outside of school if misbehaviour if witnessed by a staff member or reported to the school:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Adults within our school community

All adults within the school community have a shared responsibility for implementing our Behaviour Policy. Adults are expected to adhere to the procedures outlined in the policy in order to ensure a consistent approach. The expectations of our school community are that all staff, parents and academy committee members behave in a manner which will be an example to others.

All staff will recognise positive behaviour and respond to poor behaviour to promote high expectations and the school rules at all times.

All staff will report and record incidents in line with the policy

The Headteacher and Senior Leadership Team

Lead on all aspects of this policy and models the expectations for all staff

- Ensure that the policy is implemented effectively
- Ensure all staff are appropriately trained
- Ensure the school environment promotes positive behaviour and that staff teach good
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Teachers

- Will take responsibility for communicating with family about a pupil's behaviour in the first instance
- Provide specific support for pupils experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Engage in conversations with the school in a collaborative manner
- Engage with support offered by the school and other agencies to further support their child's needs

Academy Committee

- In conjunction with the Headteacher, monitor the effectiveness of the policy and review annually