Hunton & Arrathorne Community Primary School

Behaviour Policy



Date: January 2026	Headteacher: Mr S Donaldson
Review Date: January 2027	Chair of Governors: Mrs A Peacock

We have high aspirations of all of our children in terms of excellent behaviour. We recognise that in order to achieve this a clear structure of predictable outcomes, such as: positive praise, rigorous routines, stepped consequences and visible consistencies are necessary that all pupils and staff follow. This policy is written in conjunction with guidance from the Department of Education's 'School Suspensions & Permanent Exclusions Guidance, July 2026'

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression" Paul Dix, Pivotal Education.

Our Vision

Throughout their time at Hunton & Arrathorne Community Primary School, we aspire for children to excel by:

- Growing as caring, open minded and confident
- Developing enquiring minds
- Becoming life-long learners
- Aspiring to achieve their full potential
- Learning from mistakes
- Celebrating achievements

To achieve this all staff in school will:

- Create a culture of safety and care
- Meet the needs of all pupils
- Provide our children with learning experiences which ignite a passion for learning
- Set high expectations of behaviour
- Create a stimulating and clean environment with up-to-date resources
- Engage with parents in the education of their children
- Encourage children to take an active role in the community as 'citizens of the future'

Our 3 Golden Rules (The Key Three):

- Be Kind
- Be Safe
- Be Driven

Purpose:

- Fulfil the governor's duty of care to its pupils and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils
- To establish a framework for staff to problem solve, focusing more on relationships and less on sanctions.
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour.

- Set high expectations for behaviour.

Aim:

- To create a culture of exceptionally good behaviour and attitudes
- To ensure that learners are treated fairly, shown respect and kept safe.
- To give attention to those demonstrating best conduct
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and restorative follow up, personally
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use restorative approaches instead of punishments

Expectations of Adults:
We expect every adult to:

- Meet and greet all pupils, making them feel welcomed and valued.
- Refer and redirect to 'Be Safe, Be Kind, Be Prepared'
- Model positive behaviours and visual consistencies.
- Be a visible presence around the school to encourage appropriate conduct.
- Encourage the use of rules, relentless routines, visible consistencies, over and above recognition, scripted conversations and restorative follow up.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know their children well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Demonstrate care and compassion.
- Remain calm.

- Engage in reflective dialogue with learners and retain ownership.
- Never ignore or walk past a learner who is behaving badly.
- Follow Behaviour Policy.

The Head Teacher, Assistant Headteacher, Governors and staff must:

- Be a visible presence around the school.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/ merits/house points.
- Regularly celebrate staff, leaders and learners whose efforts go over and above expectations.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support staff in managing children with more complex or challenging behaviours.

Pupils must:

- Respect our Behaviour Policy.
- Maintain high standards of personal conduct and accept responsibility of their behaviour.

Parents and Carers must:

- Respect our Behaviour Policy.
- Support their child by agreeing to discuss any issues that arise.
- Celebrate with us their children's successes.

Governors must:

- Approve and review the effectiveness of the Behaviour Policy.
- Support and challenge the Head teacher when making decisions about matters of behaviour.

As a school community we help children exceed in these rules by:

- Fostering positive relationships with the belief that every child can be successful in the right environment.
- Developing relentless routines (carpet spaces, assembly spaces, lining-up orders etc.) so children are clear about expectations.
- Regularly revisiting and explicitly modelling the 'Golden Rules'.
- Been exceptionally organised so our focus can be on the 'here and now'
- Promoting and rewarding positive behaviour and having clarity around consequences.
- Explicitly planning active learning opportunities to ensure children are motivated, enthused and engaged.

We promote positive behaviour for all children by…

- Offering regular, verbal praise.
- Awarding 'Team Points' using Class Dojo aligned to the Golden Rules
- Awarding a 'Team Trophy' for the team with the most 'Team Points' at the end of the week.
- Celebrating individual effort and behaviour in weekly 'Celebration Assembly', by rewarding children in line with the school values – Care, Aspire and Excel.
- Whole school displays which celebrate the golden rules.
- For the house with the most points at the end of the term, organising a 'House Treat'.
- Pupils who are chosen for a Care, Aspire or Excel award are invited to Hot Chocolate (for going over and above).
- At lunchtime, behaviour systems remain the same for children.
- Teachers may decide to implement additional strategies based on the needs of their class, in addition to the above.

We support pupils displaying negative behaviour through by implementing the following stepped sanctions:

Tier 1

Non-public verbal reminder of expectations, linked to the 'golden rules'

Tier 2

Children will begin the day on the smiley face. If negative behaviour persists after the warning, child will be asked to move their name to the mid-point. They should have an opportunity to move their name back to the 'smile'.

Tier 3

If behaviour persists the child should be asked to move their name to the 'sad face'. If this happens a conversation with the parent must take place. Children who move their name to the 'sad face' will have reflection time in another classroom.

This behaviour should be logged on a 'Minor Incident Form'

We support pupils displaying negative behaviour at playtimes and lunchtimes by implementing the stepped sanctions below:

Tier 1

As we recognise breaktimes are busy, we believe it is appropriate to give a non-public, verbal reminder in line with the Golden Rules at the first tier.

Tier 2

Children may be asked to have a 'Time In' or cooling off period for five minutes against the main fence, supervised by duty staff.

Before play recommences, this should be followed by a conversation which links to the Golden Rules. This should be logged at the earliest opportunity in the 'Minor Incident Book'

Tier 3

In the unlikely event that negative behaviour continues beyond this point, the child will be asked to have reflection time in school– they should be asked to spend a further five minutes outside the School Office. Their class teacher or the Headteacher should be informed and they will hold an informal chat ending with a restorative conversation.

The 'Minor Behaviour Logs should be monitored informally by class teachers, the headteacher and Assistant Headteacher and where specific children are giving cause for concern, parents or carers may be invited into school to discuss.

Consistently Unacceptable Behaviour:

Some children exhibit particular behaviours based on special needs, adverse childhood experiences and family circumstances. As a school we recognise that their behaviour is a way of communicating their needs. Where possible, all staff should use positive techniques to build relationships with each individual child. *"Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multiagency assessment that goes beyond the pupil's educational needs is required. DfE-Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, p6.*

Behaviour Report Cards:

If, despite following the behaviour policy consistently in terms of positive praise and stepped sanctions, a pupil consistently shows examples of unacceptable behaviour it may be decided to track their behaviour on a 'report card'.

In this instance, advice would be sought from external agencies and parents would be invited in for a meeting with the Headteacher and Class Teacher.

Physical Behaviour Against Staff:

We take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

1. All de-escalation measures should have been taken first and triggers for outbursts should have been identified where possible.

2. Staff should use their professional judgement to decide if restraint is necessary, reasonable and proportionate, considering the needs of the child, the availability of alternative approaches to restraint and the circumstances of each case.

3. Staff can use 'reasonable measures' to protect themselves in accordance with our Restrictive Intervention Policy and should call for support if needed.

4. Only staff trained in Physical Restraint should restrain a child and should only use techniques covered by the training.

5. Two adults should always be present when restraining a child.

6. All staff should report incidents directly to the parents and HT. All incidents will be recorded in the 'Behaviour Log'.

7. The correct paperwork should be completed by all staff involved in the restraint.

8. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Exclusion

Exclusions may occur, following extreme incidents, at the discretion of the Head teacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on behaviour.
- The school needs time to create a plan which will better support the child.
- The child being sent home will have a positive impact on future behaviour.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. The school will record all serious behaviour incidents in the 'Behaviour Log'. Exclusion will only happen once we have explored several options and have created a plan around a child. Governors and parents will be informed.

This is covered in further detail in the Exclusions Policy.

Use of Restrictive Interventions and Reasonable Force (Updated April 2026)

In line with DfE statutory guidance, this school aims to minimize the use of restrictive interventions, prioritizing proactive, trauma-informed, and de-escalation strategies. While staff have a legal power to use "reasonable force" to prevent pupils from causing injury, committing an offence, damaging property, or causing severe disorder, such measures are only ever used as a last resort to maintain safety and never as a punishment. Physical contact is only permissible when it is necessary, proportionate, and for the minimum amount of time required. We operate a policy that ensures all significant incidents involving the use of force, restraint, or seclusion are recorded in writing and reported to parents/carers as soon as practicable, ideally on the same day. We take active measures to understand the triggers for challenging behaviour, particularly for pupils with SEND, to reduce the need for intervention. Any staff member authorized to use restrictive interventions will receive regular, adequate training, and the school will analyse incident data to ensure techniques are used legally, safely, and fairly.

Racist, Discriminatory & Prejudice Behaviours

Our school has a zero-tolerance approach to prejudice, discriminatory or racist behaviours. All incidents of the above will be logged in accordance to NYCC policy and a log maintained in school. Incidents will be dealt with on a case-by-case basis in accordance with the guidelines, Behaviour and Anti-Bullying Policy. Parents of both the victim and perpetrator will be informed and resolutions will be sought through application of the behaviour policy and through restorative conservations.

Harmful Sexual Behaviours

Hunton & Arrathorne CP School recognise that curiosity about bodies and sex is a normal part of development. However, some sexual behaviours can be a sign of abuse or CSE (Child Sexual Exploitation). When suspected harmful sexual behaviour occurs, Designated Safeguarding Leads will take each concern seriously. Children will be made aware, through PSHE lessons, that there are different categories of concern – some which will be dealt internally, and some which may require escalating to external agencies including the police. Staff will be guided by the Brook's Traffic Light Tool to support with this.

Bullying

Our school is built upon our motto, 'Care, Aspire, Excel'.

Through creating a caring ethos which permeates school we strive to create an atmosphere with zero tolerance of bullying. However, we do realise that, occasionally bullying can happen and we therefore outline the steps we will take when it does within our 'Anti Bullying Policy'

The aim of the anti-bullying policy is to ensure:

- That pupils learn in a supportive, caring and safe environment without fear of discrimination or being bullied.
- That staff are able to work in a caring and safe environment without fear of discrimination or being bullied.

Further information about our anti-bullying approach can be found within the named policy.