HARTBURN PRIMARY SCHOOL

Hartburn Primary School

Behaviour Policy

Date issued	16 November 2026
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Adopted by the Governing Body	23 November 2026
Review date	September 2027

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1. Our approach

1.1 We want every child at Hartburn to feel happy, safe and ready to learn. Good behaviour helps everyone in the school learn well and get on with each other.

1.2 We are a caring community built on trust and respect. Every child is valued, included and supported.

1.3 We teach behaviour in the same way we teach reading or maths. Children learn what is expected, practise it and are helped when they find it hard.

1.4 We focus on behaviour that affects the learning and safety of others.

2. Our aims

2.1 At Hartburn we aim to:

- use positive language, for example “Walk” rather than “Don’t run”
- build children’s self-esteem
- help children make good choices and understand that their behaviour is their responsibility
- keep a calm, safe school where children can make the best possible progress
- help every child grow academically, socially and emotionally

2.2 To do this, all staff will:

- make expectations clear and make sure everyone understands them
- respond to behaviour in a consistent, fair and calm way
- set a good example for children to follow
- teach children how to make responsible choices
- take part in training so that they can manage and improve behaviour well

3. The Hartburn Hopes

3.1 Our six Hopes are the foundation of this policy. Parents, pupils and staff helped us choose them. They shape our curriculum, our rewards and what we expect from each other.

- Compassion
- Courage
- Honesty
- Resilience
- Respect
- Ambition

3.2 Each house holds a Community Meeting once a week in Mrs Park’s Park, led by the House Captains. Children share stories, ask questions and show the qualities that help them become citizens of the future. Community Meeting encourages everyone to share the values in the Hopes and helps children to see one another as role models.

4. What we expect from everyone

4.1 At Hartburn, we:

- show **Compassion** by being kind and looking after each other
- show **Courage** by trying new things, owning up and speaking up when something is wrong
- show **Honesty** by telling the truth and being fair
- show **Resilience** by keeping going when things are hard and learning from mistakes
- show **Respect** by listening, following adult instructions and looking after our school and each other's property
- show **Ambition** by doing our best and helping others to do theirs

5. Recognising good behaviour

5.1 We believe that praise, encouragement and attention for good choices are the most effective ways of promoting good behaviour. Adults notice and recognise what children get right far more often than they respond to what goes wrong.

5.2 Children are recognised through:

- verbal praise and stickers
- ClassDojo points, which count towards house points. The weekly winning house is announced and the house with the most points earns a termly house treat
- good news postcards sent home to parents for extra special efforts
- certificates and awards in our Friday celebration assembly

5.3 In Friday celebration assembly, children receive:

- a certificate for the ClassDojo point winner in each class
- a Hope certificate for a child who has shown one of the Hartburn Hopes during the week
- a Sportsperson of the Week award
- a Headteacher's Award, given by the Headteacher to a child he has seen doing something good during the week

5.4 Lunchtime supervisors use the same positive approach and can recognise good behaviour in the lunch hall and on the playground.

6. When behaviour falls short

6.1 When a child does not follow an adult instruction or the school expectations, staff will respond calmly and consistently. We make it clear that it is the behaviour choice that is wrong, not the child.

6.2 Wherever it is safe to do so, the child is given a choice between the expected behaviour and the consequence. This helps children take responsibility for what they do.

6.3 The same system applies at break time and lunchtime as in the classroom.

6.4 Staff follow these steps in order, unless the behaviour is serious enough to go straight to a later step (see section 7):

1. **Verbal warning**
2. **Second verbal warning**
3. **Time out**
4. **Removed from class to work with the team leader**
5. **Referred to the Assistant Headteacher or Pastoral Inclusion Lead**
6. **Referred to the Headteacher**

6.5 Staff keep a private record of warnings given. Warnings reset at lunchtime. Children are not named or ranked in front of the class.

6.6 From time out onwards:

- parents and carers are told
- the incident is logged on CPOMS
- staff hold a restorative conversation with the child to talk about their behaviour choices
- the child completes a behaviour reflection sheet

6.7 A restorative conversation is short and calm. Staff ask three questions: What happened? Who was affected? What can you do to put it right? If the child needs more time, the conversation can continue later.

6.8 If a child loses break time, they are still given a movement break.

6.9 Children in Early Years and Key Stage 1 follow an age-appropriate, visual version of these steps, using a red, amber and green system.

6.10 In every year group, time out happens in the classroom. Time-outs are short.

6.11 If a child keeps making poor behaviour choices, the school will contact parents and carers. A meeting will be arranged with the class teacher, and then with a member of the senior leadership team if the behaviour continues. We will work with the child and their family to find out why it is happening and agree what support will help.

6.12 Support can include a review for unidentified learning or special needs, regular check-ins, and an agreed target reviewed daily or weekly.

6.13 All meetings with parents about behaviour are recorded on CPOMS.

7. Serious behaviour

7.1 The following are treated as serious: fighting, vandalism, bullying (including cyberbullying), threats of violence and physical violence. The Headteacher or a member of the senior leadership team deals with these.

7.2 Parents will be told about the incident and what action is being taken. See our Anti-Bullying Policy, which is on the school website.

7.3 **Suspensions and exclusions.** Only the Headteacher can suspend or permanently exclude a pupil. This is done in line with our Exclusions Policy, which is on the school website.

8. Behaviour online

8.1 This policy applies to behaviour online as well as in person. This includes messages, images and comments sent between pupils, whether in or out of school, where they affect other pupils or the school.

8.2 Children are taught how to use technology safely and respectfully through our computing and online safety curriculum.

8.3 Pupils must use school devices, accounts and shared folders responsibly. Misuse is dealt with under this policy.

8.4 Online bullying is treated in the same way as bullying in person. Concerns are reported to a member of staff straight away and recorded on CPOMS.

8.5 If a pupil misuses a school device, account or shared folder, they may lose access to it for a set period decided by the class teacher or a member of the senior leadership team. The incident is also logged on CPOMS. Children who rely on a device for SEND support keep the access they need to learn.

8.6 Our Behaviour Lead is Mr J Bull, Headteacher. For more about staying safe online, see our Online Safety Policy, which is on the school website.

9. Mobile phones and smartwatches

9.1 Only pupils in Years 5 and 6 may bring a mobile phone to school. They must switch it off on arrival and hand it in through the class phone box. Phones are kept at the office and returned at home time.

9.2 Smartwatches that can send messages, make calls or take photos are treated in the same way as mobile phones. Fitness trackers without these functions may be worn.

10. Pupils with special educational needs and disabilities

10.1 Some pupils find it hard to meet the usual expectations because of a special educational need or disability. For these pupils the standard approach may be adapted.

10.2 An individual plan is agreed with the child, their parents or carers and school staff. Everyone who works with the child is told about it.

10.3 With parents' agreement, we may ask outside agencies, such as the Educational Psychology Service, for advice.

11. Break and lunchtime

11.1 Break duty is covered by a rota of teachers and teaching assistants. Lunchtime supervisors cover lunch.

11.2 Lunchtime supervisors have the same authority as all other school staff and use the same positive approach.

11.3 Children are never left unattended at break times.

12. School visits and time outside school

12.1 Our expectations are the same on school visits, on the way to and from school, and whenever children are in school uniform out of school hours. Behaviour that affects the reputation of the school is dealt with under this policy.

12.2 If challenging behaviour on a visit is linked to a special educational need, appropriate support will be put in place.

12.3 If there is a concern about a child's behaviour, we will carry out a risk assessment. We may ask a parent or carer to come on the visit.

13. Working with parents and carers

13.1 Children do best when home and school give the same messages. We will contact parents early if we have a concern about behaviour.

13.2 Serious behaviour is reported by phone by the class teacher, phase leader or a member of the senior leadership team. Persistent poor behaviour or very serious incidents lead to a meeting.

13.3 We also share good news. Parents will receive good news postcards when their child has done something to be proud of.

13.4 If parents have a concern, they should speak to the class teacher first.

13.5 This policy is on the school website.

13.6 We expect everyone in our school community to behave respectfully on the school premises. Verbal or physical aggression towards staff will be reported to the Headteacher, who will take appropriate action.

13.7 Parents and carers sign a home/school agreement when their child starts at the school.

14. Staff powers

14.1 Teachers, teaching assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who do not follow a reasonable instruction. This applies in school and, in some circumstances, outside school.

14.2 Reasonable penalties include confiscating or keeping a pupil's property. Only the Headteacher can suspend or permanently exclude a pupil.

Confiscation and searching

14.3 Staff can confiscate items that are illegal or banned by the school. Any item that could put someone's safety at risk is confiscated straight away.

14.4 Pupils must not bring the following to school: matches, lighters, chewing gum, cameras, knives or weapons, alcohol, illegal drugs, stolen items, vapes, tobacco and cigarette papers, fireworks, pornographic images, and any item likely to be used to commit an offence or cause injury or damage. Medicine must be handed in at the office and signed in by a parent or carer.

14.5 Only the Headteacher and staff they have authorised can search a pupil or their belongings without consent where they have reasonable grounds to suspect a prohibited item. Two members of staff must be present, and the person searching must be the same sex as the pupil. A pupil is never asked to remove clothing other than outer clothing such as a coat or shoes.

14.6 If there is a risk of serious harm and a search cannot wait, a pupil may be searched without a second member of staff present, or by a member of staff who is not the same sex as the pupil.

15. Reasonable force

15.1 All school staff can use reasonable force to stop a pupil committing an offence, hurting themselves or others, or damaging property.

15.2 Any force used must be lawful, proportionate and needed straight away, and used for the shortest time possible. Staff consider the pupil's age, understanding and any special educational needs or disability.

15.3 At Hartburn we use Positive Handling. Only staff who are trained in Positive Handling will use physical intervention.

15.4 Where physical intervention is used, the adult involved completes a written record as soon as possible, ideally the same day. The Headteacher keeps the original. Parents and carers are told in writing as soon as possible, ideally the same day, unless a legal exception applies.

15.5 We always try to prevent and calm a situation first. Force stops as soon as the risk has passed, and the child and adults involved are supported afterwards.

16. Allegations against staff

16.1 Everyone in our school community has the right to be protected from harm. All allegations are taken seriously and handled under our Child Protection and Safeguarding Policy.

16.2 If an allegation is found to be deliberately invented or malicious, the Headteacher will decide what action to take and will inform the Local Authority Designated Officer.

17. Monitoring and review

17.1 The Headteacher and senior leaders monitor behaviour records on CPOMS to look for patterns and decide what support is needed.

17.2 This policy is reviewed every year after consultation with parents and carers, pupils, staff and the Governing Body.