Hindley J and I School

Behaviour Policy

September 2026

Review date: September 20277

Signed on behalf of the School: Miss A Mckeever

Signed on behalf of the Governors: Mr Haskayne

1. Statement of intent

Believe and Achieve

"Behind every young child who believes in themself is an adult who believed first."

At Hindley Junior and Infant School, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.

We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be **respectful, resilient, honest, determined, confident, cooperative and ambitious.**

Children and staff worked together to develop 5 golden rules which everyone agrees to follow in order to make the school as safe as possible for all, ensures school is a happy place and that everyone can learn and flourish.

The golden rules are displayed around school, and are referenced to regularly. The rules are:

- Respect EVERYONE, including ourselves, and EVERYTHING.
- Always try our best, and allow others to try their best too.
- Be honest and trustworthy.
- Move around school sensibly and quietly.
- Be responsible for our actions.

2. Aim

The school has high expectations of its children, teachers and other members of the school community to ensure achievement for all.

Our behaviour policy aims to contribute to the achievement of the following:

- To promote self-esteem.
- To enable effective learning and teaching to take place. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated.
- To build relationships based on mutual respect and consideration for others.
- To reward good behaviour and provide encouragement to all children.
- To apply sanctions and consequences in the event of unacceptable behaviour.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that all staff, children, parents and governors are aware of the rewards and sanctions applied in school.

3. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006

- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2025) ‘Keeping children safe in education 2025’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

4. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with will be able to study the full national curriculum.
- Embedding essential learning routines and habits in their classroom.
- Establishing, maintaining and restoring (EMR) positive relationships with the children in their care.
- Maintain high expectations of pupil behaviour and explicitly model and teach expected behaviour and positive relationships, demonstrating good habits every day.
- Ensure lessons are well-planned, appropriately resourced and are of an appropriate level of challenge.
- Ensure that the learning environment is tidy and promotes a calm, purposeful culture.
- Recognising and rewarding positive behaviours
- Planning and reviewing support (preparing appropriate PHPs etc) for pupils with behavioural difficulties in collaboration with parents and the SENCO and, where appropriate, the pupils themselves.
- Addressing and sanctioning behaviours that do not meet the school's expected standard, including disruption, taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents and carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.

- Supporting pupils in adhering to this policy.
- Setting high expectations for every pupil.
- Promoting a supportive and high-quality learning environment.
- The teaching of behaviour expectations and behaviour habits.
- Modelling high levels of behaviour.
- Being aware of the needs, outcomes sought, and support provided to any pupil including those with specific needs.
- Being aware of the signs of behavioural difficulties.
- Applying the support planned using PHPs.
- Developing supportive, respectful, and trusting relationships with other members of staff.
- Using Establish, Maintain and Restore (EMR) principles to develop positive, supportive, respectful, and trusting relationships with children.

Pupils will be responsible for:

- Treating others with respect and care.
- Their own behaviour both inside school and outside in the wider community.
- Rising to expectations discussed in school.
- Reporting any unacceptable behaviour displayed by others to a member of staff.

Parents will be responsible for:

- Setting appropriate expectations outside of school in line with the principles of this policy.
- Ensuring children attend school every day in the correct dress code and with appropriate equipment.
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child.

5. Definitions

Low-level unacceptable behaviour

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

• Low-level disruption and talking in class.

• Failure to complete classwork.

• Rudeness.

• Refusing to complete homework, incomplete homework, or arriving at school without homework.

• Disruption whilst on transport (e.g. coach to swimming or on school trips).

• Use of mobile phones without permission.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity or frequency of the behaviour.

Serious unacceptable behaviour

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour (including where the pupil is below the age of criminal responsibility). This will include, but is not limited to, the following:

• Possession of legal or illegal drugs, alcohol or tobacco.

• Truancy and running away from school.

• Refusing to comply with disciplinary sanctions.

• Theft.

• Defiance to adult demands.

• Verbal abuse, including swearing, racist remarks and threatening language.

• Fighting and aggression.

• Persistent disobedience or disruptive behaviour.

• Extreme behaviour, such as violence and serious vandalism.

• Any behaviour that threatens safety or presents a serious danger.

• Any behaviour that seriously inhibits the learning of pupils.

• Any behaviour that requires the immediate attention of a staff member.

• **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

• **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

• **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.

• **Bullying** – Bullying is the use of aggression with the intention of hurting another person resulting in pain and distress to the victim. It is the wilful desire to hurt, threaten or frighten someone (Tattum and Herbert., 1990). Bullying is deliberate harassment or an aggressive act which causes hurt to another: The hurt can either be physical or psychological; inflicted by one child or a group (NSPCC). It is deliberately hurtful behaviour, repeated often over a period of time and difficult for those being bullied to stop the process (George Robinson. 1995).

Bullying can take many forms:

• **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).

• **Physical** – pushing, kicking, hitting, punching or any use of violence.

• **Racist** – racial taunts, graffiti, gestures.

• **Sexual** – unwanted physical contact or sexually abusive comments.

• **Homophobic** – because of, or focussing on the issue of sexuality.

• **Verbal** – name-calling, sarcasm, spreading rumours, teasing.

• **Cyber** – all areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities.

6. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT will review behaviour incidents regularly and use this information to address any staff training needs.

7. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start each day with a clear set of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Classroom rules and routines: Golden rules and 7 Key Characteristics

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is expected behaviour and what the potential sanctions are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have a clear set of expected behaviours for learning and conduct to allow adults in school to establish routines which help pupils work well, in the understanding that many behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The ‘Golden Rules’, ‘7 Key Characteristics’ and the ‘Behaviour – Rewards and Sanctions’ expectations will be displayed in each classroom to support pupils’ continued awareness and understanding of school rules and classroom routines, as well as to support consistent application by school staff. All staff, will support pupils to understand and follow classroom rules and routines by referring regularly to these documents to outline the expected behaviours. Teachers will also explain clearly to pupils how and for what rewards will be given and what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive, safe and enjoyable environment.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise.
- Stickers and stamps.
- Sharing work with Senior Leaders and the school community e.g. via Dojo, visiting other classes.
- Head teacher Special Awards.
- Lunchtime Awards/Trophies.
- Positive dojos (linked the seven key characteristics: We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.).
- Message home to parents/carers.
- Attendance trophy and other rewards.
- Whole school tiered award system linked to Class Dojo (Bronze, Silver and Gold Certificates and Badges).
- Celebration assemblies with peers and parents

8. Tiered Award System

To encourage our children to be active learners and thoughtful, caring citizens, both in school and wider society, we have a tiered award system. Children collect dojo points when they demonstrate a range of age- appropriate desirable behaviours, linked to our seven school key characteristics and golden rules. There are four key goals for children to work towards: Bronze Award (75 dojos), Silver Award (150 dojos), Gold Award (225 dojos) and platinum Award (300 dojos). When one of these is reached, children are rewarded with a badge, certificate and celebratory family assembly. Celebration assemblies are held weekly to celebrate significant achievements in school and from home.

9. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

• **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the teaching of our schools 'Golden Rules', '7 Key Characteristics' and formal and informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

• **Teaching –** the curriculum is used to develop pupils' knowledge about emotions, socialisation, health and wellbeing.

• **Community engagement –** the school proactively engages with parents and carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

10. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment by applying shared scripts and referring to our 'Golden rules' and '7 characteristics' documents displayed in all classrooms. Staff will consider afterwards how to prevent such behaviour from recurring, and how to restore a positive teacher child relationship with the pupil whose behaviour has been sanctioned.

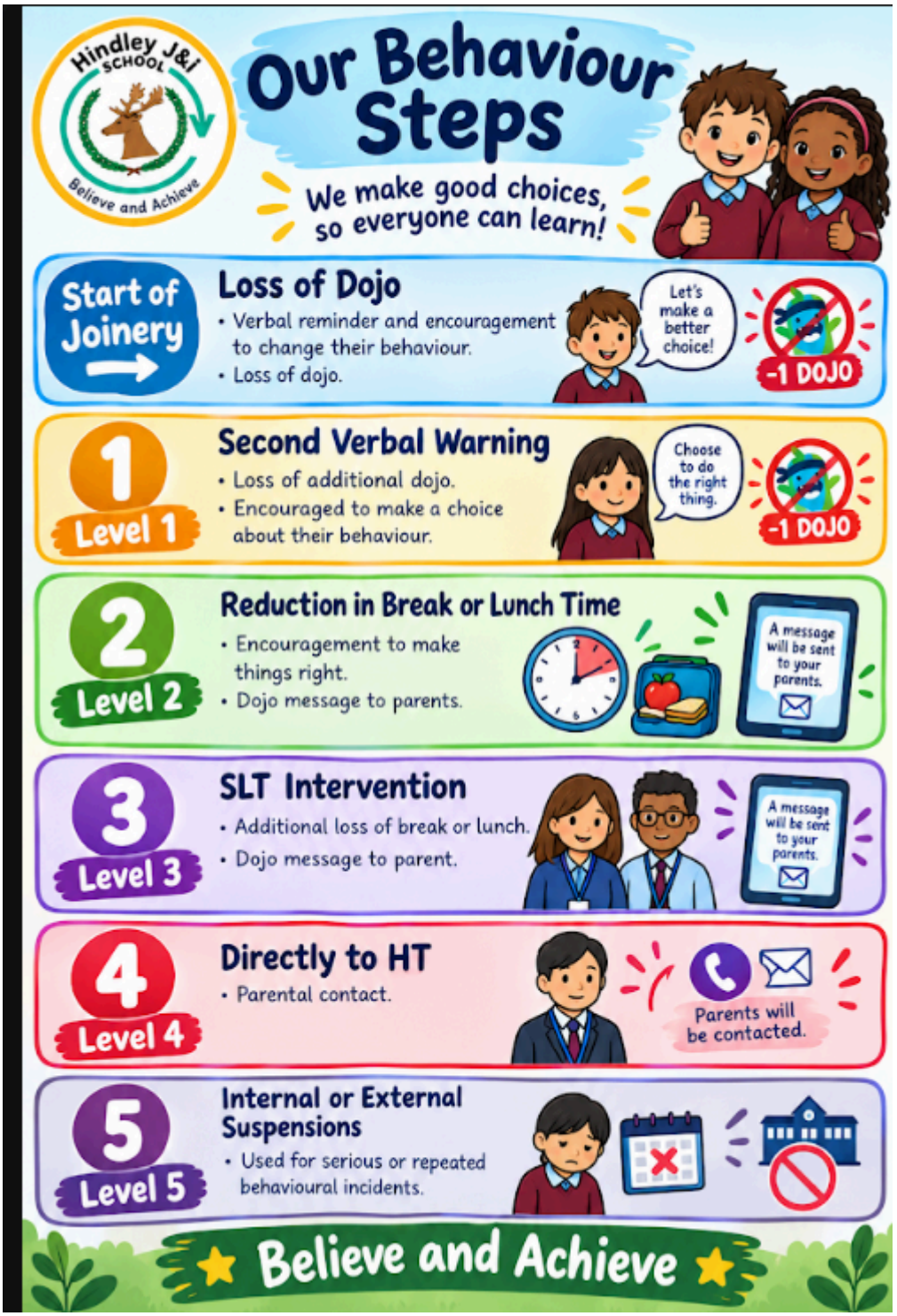
All staff will keep a record of reported incidents (CPOMS) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate the need help or protection.

Pupils will be made aware of the pastoral support structures in place to support them.

Support, such as targeted, pre-emptive and restorative conversations with pupils, a dojo message home, a phone call with parents, and inquiries into circumstances outside of school by the DSL

and/or DDSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an incident of negative behaviour, the following will be applied as a progressive scale of sanctions, with staff using their professional judgement and experience to determine what is appropriate and reasonable:



Where deemed necessary, e.g. after other behavioural strategies have been attempted or the behaviour is so extreme as to warrant it, the pupil will be removed from the classroom.

Discussion between relevant adults (Headteacher, SENDCo, Pastoral Team, Class Teacher) will determine the period the pupil will be removed from the classroom, as well as any appropriate suspension or exclusion period. The Pastoral Team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

The school will ensure that all disciplinary sanctions are reasonable and proportionate in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

11. Prevention strategies, intervention, and sanctions for unacceptable behaviour

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the 7 Key characteristics and routines required by the school, e.g. quietly taking coats off on the corridor before a lesson.

The school's '7 key characteristics' and 'Golden Rules' are displayed in every classroom above interactive whiteboards and all adults employed by school will support the children in their care to establish a clear understanding of these expectations. They will use positive reinforcement and address poor behaviour by referring back to this document repeatedly, and work with children following an incident of poor behaviour to ensure the expectations are clear and understood, and to restore any damage done to the teacher-child relationship during or following the incident.

Additionally, a behaviour rewards and sanctions document will be displayed in every classroom which shows the progression of rewards and potential sanctions. This is to ensure clarity for both pupils and adults working in the classroom environment. The document also contains simple reward and sanction scripts that staff will apply to ensure our language and message is consistent throughout school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The Zones of Regulation

At Hindley J & I we use The Zones of Regulation as a whole school approach to support children to understand their own and others' emotions and learn to self-regulate. All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and Reception staff wear a visual aid on their lanyards to support communication. Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the

start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year. The Zones are applied throughout all strands of behaviour management – proactive and preventative support, responding within the moment and reflecting on what has happened.

The Zones are:

- The Blue Zone: a low energy state where the 'slow' feelings reside, e.g. sad, tired, bored, sick.
- The Green Zone: the optimum state for the classroom, including feelings such as: happy, calm, focussed, proud.
- The Yellow Zone: a high energy state where the 'fizzy' feelings are found, e.g. excited, frustrated, anxious, silly.
- The Red Zone: an 'out of control' state including feelings such as: angry, aggressive, terrified, elated.

It is made clear to the children that there are no 'bad' Zones/feelings - all Zones are 'expected' at different times and in different circumstances. You can be in more than one Zone at a time and some emotions may fall into more than one Zone. Staff refer to undesirable behaviours as 'unexpected'. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory tools to support their self-regulation.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are vital in combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. All staff will be able to access training on the Establish, Maintain, Restore method (EMR) which can be applied to all classroom teacher-pupil relationships but focuses particularly on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Training for staff in understanding individual needs and other relevant conditions.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Repeat the expectations outlined on the 'Golden Rules' and '7 Key Characteristics' documents.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route (unless it would be unsafe to not do so).
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "when you return to your seat, I can help you with your work"

Physical intervention

Very occasionally, an incident may occur when a child becomes violent or extremely aggressive. Members of staff only intervene physically to control or restrain children to prevent injury to the child or other children, or to prevent the child from causing damage to property. These rare situations will be managed using de-escalation strategies, and where necessary, Positive Handling Responses (in line with Team Teach Training). Restraint is only ever used when absolutely necessary, and under no circumstances will restraint be used as a form of punishment. All serious incidents will be recorded on CPOMS. At Hindley Junior and Infant School, when the use of reasonable force is necessary, we follow the Local Authority 'Use of reasonable force' guidance which reflects up to date legislation, current good practice and guidance from the DFE (Use of reasonable force Advice for headteachers, staff and governing bodies July 2013).

12. Sexual abuse, harassment and Cohesive Behaviours

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse, cohesive behaviours and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected.

Staff will work closely with the police, and any other agencies if appropriate, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise any police investigation.

13. Searching Children

Staff have the right to search a child for any article that has been or is likely to be used to commit an offence, cause personal injury or damage property. When searching a child's belongings or pockets. The adult should ask the child to empty their belongings in front of them. Under no circumstances should an adult put their hands on a child's body or in their pockets to search them. If the child refuses, parents must be contacted immediately.

14. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.