



Northern Lights
LEARNING TRUST

Hart Primary School



Behaviour Policy

'To give all children the opportunity to be the best that they can be and have fullness of life.'

Prepared by: Headteacher

Approved: NLLT Board and Local Governing Body

Signature Chair Local Governing Body:

Date of Renewal: Spring 2025

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents/carers is integral to the ethos of the school.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents/carers and members of the community which the school seeks to serve. Our pastoral work will strive to create and maintain such. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

Our Shared Values

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

'to give all children the opportunity to be the best that they can be and have fullness of life'

We share a common set of values that underpin all that we do in our work at Hart Primary School. These values are:

- Friendship and Trust
- Compassion
- Always Our Best
- Thankfulness

People involved in policy formation:

- Headteacher
-
- Staff
- Pupils
- Local Governing Body

This policy should be read in conjunction with the following policies:

- Home School Agreement
- Anti-Bullying Policy
- Child Protection Policy
- Child on Child Policy
- Acceptable Use Policy
- SEND Policy
- Equality Objectives Statement
- Accessibility Plan

Statement of intent:

Hart Primary School is committed to ensuring calm and orderly behaviour, providing a safe, positive environment where productive learning is at its heart and where all are treated with dignity, kindness and respect.

We are passionate about providing consistent, fair and simple behaviour guidance in order to ensure that children feel happy, safe and ready to learn. We believe in promoting an atmosphere of mutual respect where self-discipline, personal responsibility and high self-esteem are developed through the use of positive reinforcement and a relational approach to behaviour management.

Aims:

To create a culture of exceptionally good behaviour for learning which ensures a positive learning community.

- To ensure that all learners are treated fairly, are shown respect and have positive relationships with their peers and adults in school.
- To have an environment where all adults model and celebrate positive behaviours.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To ensure that calm and orderly behaviour is a minimum expectation for all.

Principles:

At Hart Primary School, we have three simple rules which underpin our behaviour expectations and which all children are expected to follow:

- Be **Ready**
- Be **Respectful**
- Be **Safe**

These rules can be applied to a variety of situations and they echo our school values of:

- Thankfulness
- Friendship and Hope
- Compassion
- Always our best

The foundations of our behaviour principles are built on:

- **Consistent, calm, adult behaviour** – Adults should remain calm consistently, modelling emotional restraint even in the face of disrespect.
- **Highlighting desired behaviour** – Adults should give visible recognition and attention to desirable behaviours in the spirit of positive reinforcement.
- **Agreed Routines** – Consistency lies in the behaviour of adults, agreed rituals and routines should be consistently reinforced in all areas of the school.
- **Positive Intervention** - Where behaviour interventions are required, these should be scripted using an agreed language so that they are delivered consistently and fairly.
- **Restorative follow-up** - The school has chosen to follow the principles of Restorative Practice in order to develop greater "pupil voice" and a greater self-responsibility for managing behaviour. We believe this will give our children the language and self-confidence to challenge whatever behaviour is deemed unacceptable.

Our behaviour blueprint clearly outlines our behaviour policy in a one-page document (See Appendix 1), setting out 'The Hart Primary School way...' and this is shared with all adult stakeholders: staff, parents and Governors.

The Code of Conduct, **Ready, Respectful, Safe**, along with the school's vision and values, must be displayed in each learning space and referred to in conversations around conduct. (See Appendix 2)

Our School Behaviours Curriculum defines key habits and routines that we expect as a minimum from our defined behaviours of **Ready, Respectful, Safe**. These expectations must be consistently implemented,

modelled and reinforced by all members of staff in order to promote high expectations of behaviour. (See Appendix 3)

The Role of all Staff

At Hart Primary School, we believe that adult behaviour drives the behaviour of children, with this in mind, we expect to see the following behaviours from all staff:

- Be **Calm**
- Be **Clear**
- Be **Confident**
- Be **Consistent**
- Be **Compassionate**

Consistent adult behaviour will lead to pupils consistently meeting our expectations. We expect staff to proactively promote good behaviour through:

- Meeting and greeting children at their classroom door each morning.
- Referring to '**Ready, Respectful, Safe**' continuously throughout the day when describing desirable and undesirable behaviours.
- Following the relentless routine of '5, 4, 3, 2, 1, Give me 5' when they require children's attention (See Relentless Routines, Appendix 4)
- Modelling positive behaviours and building relationships.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Using visible recognition throughout every lesson.
- Being calm and giving 'thinking time' when going through consequence steps. Preventing before sanctions.
- Never ignoring or walking past learners who are behaving badly.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the school and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS and in behaviour logs) alongside attendance data, pupil, staff and parent voice to monitor behaviour policy and practice periodically throughout the year.
- Regularly review provision for learners who fall beyond the range of written policies.

Managing Behaviours Relationally

At Hart Primary, we have adopted the Thrive approach to meeting children's emotional and social development needs. We strive to support these needs and behaviour relationally, based on the following principles:

- All behaviour communicates unmet needs and these behaviours can be separated from the child.
- We avoid shame and guilt by using empathy to support healthy emotional development.
- Adults need to act as role-models and explicitly teach desired behaviours.
- Providing containment, predictability and routine in order to build a sense of safety.
- Encouraging children to become accountable for their own actions and the consequences of these through right-time restorative conversations.
- Mistakes are part of the learning process, and as such we should support and guide our children to make appropriate choices according to their developmental stage.
- We seek to restore relationships and change behaviours rather than punishing. Whilst this does not exclude the use of sanctions, we seek to support children to develop skills of self-control, empathy and emotional management as part of our Thrive approach.
- All staff will seek to understand why individuals become dysregulated, and will reflect on how and why it impacts their behaviour.
- Through the rupture-repair cycle, we provide children with the opportunity to learn from their mistakes with the use of restorative conversations. This is an important step as it ensures that relationships between children and staff are maintained.

In all interactions with children, staff should endeavour to use the Vital Relational Functions (VRFs) with all children. These skills, which provide a relational basis for a child's emotional, social and neurological development are:

- **Attunement** – demonstrating an understanding of how the child is feeling by 'catching and matching' their emotional state. Use of facial expressions, body language, gestures and non-verbal vocalisations to recognise and reflect how we imagine they are feeling.
- **Validation** – Demonstrating that the child's feelings are real and justified. It is the opposite of reassuring them or trying to convince them not to feel that way. This is the golden thread for children to begin to think about their feelings. The use of WIN can help when validating a child's feelings: I wonder...I imagine...I notice...
- **Containment** – Keeping the child physically and emotionally safe and regulated. This can be through creating boundaries, providing explanations and ensuring routines and structures are in place to enable the child to experience a reliable and predictable environment. Emotional containment is shown through empathy and through naming the child's feelings and offering it back to them in manageable pieces.
- **Regulation** – Brining the child into a state of calm where they can interact socially by soothing and calming their distress or engaging their interests.

Promoting Positive Behaviours

At Hart Primary School, we have high expectations of behaviour and attitudes to learning. Good behaviour and positive reinforcement of good behaviour is promoted in school through a range of rewards. These include:

- Verbal praise.
- House tokens (see below).
- Positive phone calls home.
- 'Good News' Notes – sent home for behaviour which is 'over and above'. (Appendix 5)
- Weekly Celebration awards (Appendix 5):
 - Hart Superstar Award – for demonstrating the school's 'Learning Powers'.
 - Golden Quill – Writing award
 - Maths Award – for exceptional maths work
 - Hart Citizen Award – for demonstrating the school's values.
- Hot Chocolate Friday – children who are awarded the weekly Citizen Award get to share hot chocolate and cookies with a member of the SLT.

Whole School Behaviour Tokens System

When they join Hart Primary School, each child will be allocated a 'house' which will be the same house as their siblings and in which they will stay for their whole time at Hart Primary school. Across the school day, children will be awarded a behaviour token for demonstrating positive learning behaviours and attitudes, which may include, but are not exclusive to:

- A promptness, motivation and willingness to learn
- Cooperation within one another
- Concentration in lessons
- Independence in learning
- Engagement with a subject
- Level of work produced
- Valuing learning and resources
- Respectful of one another and the environment,
- Eagerness to progress

In addition, golden tokens, which are worth 10 points, can be awarded by SLT for:

- Instances of children going 'over and above'
- The house with the best attendance that week
- Children whose attendance is over 94% at the end of each half term

Tokens cannot be taken away for negative behaviour

Children add their tokens to their 'house' total, in order to promote teamwork and so that they can support and encourage each other. The Junior Leadership Team counts the 'house' tokens at the end of each half term, with the winning 'house' receiving a reward.

Children will sit in their house teams during Friday's celebration assembly and special events, house colour non-uniform days etc will be held during the school year.

Dealing with Negative Behaviours

The school aims to develop a positive climate of praise and encouragement supported by the three key rules for behaviour: **Ready, Respectful, Safe**. However, we recognise that when a pupil does not follow expected behaviour or rules, there is a staged approach to redirecting behaviour. Pupils are aware that they have choices to make and are encouraged to make the right choice, ultimately giving the child an opportunity to rectify their behaviour.

Stages of Response

It is acknowledged that in most instances, gentle encouragement is all that is needed to redirect children to be back on task, this may be verbal or non-verbal.

Stage	Step	Action	Script
1	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour, and how it's breaking our school rules, and clearly outlining the consequences if they continue. Use the 30 second scripted intervention : "Name, I notice that..." Outline the behaviour "At Hart Primary we..." Remind of the rules "If you don't..." Mention desirable behaviour "Then you'll have to..." Mention consequence "Remember when you..." Refer to previous positive behaviour "That's what I need to see today." "Thank you for listening." Walk away and give child 'take up' time. Help the child begin to think for themselves about their behaviour using WIN ("I am wondering/imagining/noticing...") Record on Behaviour Log. (Appendix 6)	'Joe, I notice that you are still choosing not to work. At Hart Primary we are always ready to learn. This is a caution that this work needs completing. I imagine that you want to do the right thing. Do you remember yesterday when you completed all of your work? I wonder if you could do the same today? Thank you for listening.'
2	Time Out in Class (5 Minutes after Caution)	Give the learner a chance to reflect away from others within the class, giving them time to reset. The child should continue to complete their work during this time out. Record on Behaviour log. (Appendix 5)	'Joe, I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have chosen to have time out within the class. Thank you for listening.' The child then moves to sit alone in class, giving them time to reset.
3	Time Out in another Class (5 Minutes after Reminder)	Give the learner a chance to reflect away from others, giving them time to reset. The child should go to another class for 15 minutes, taking their reading book or some work to complete. The child's parents will be informed via telephone by the class teacher at the earliest opportunity. Do not describe the behaviours to the other adults in front of the child. Record on Behaviour log. (Appendix 6)	'Joe, I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go for time out in Mrs Duffy's classroom. I will come and get you in 15 minutes. Thank you for listening.' To Mrs Duffy: 'Mrs Duffy, can Joe spend some time out in here please? I'll come back for him in 15 minutes'
4	Escalation (15 Minutes after time out)	If after a child has had a time-out, behaviour does not improve, then the child should spend time with a member of SLT and the child's parents will be informed via telephone by the class teacher at the earliest opportunity. Details of the phone call should be added to CPOMs. Record on Behaviour log (Appendix 6).	'Joe as you are continuing to make poor choices, you will now need to be taken to spend some time with the headteacher and your parents will be informed.' To member of SLT: 'Mr Jones, Joe has spent some time out, but his behaviour is still not acceptable, can he spend some time with you?'

These stages of response will be used in all areas of the school inclusive of the classroom, the dinner hall and the playground/field.

Shining a light on the behaviour using a restorative Conversations

At Hart Primary, we believe that restorative conversations reinforce positive behaviour rather than punitive sanctions. Following a period of time out, either in another class or with a member of the SLT, and once the child is regulated, the child needs an adult to lend them their thinking brain.

The following questions will allow learning to take place:

1. Can you show me what happened (if the child is unable to verbalise this, using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings.... and it's not ok toand I can help you with that.... (Using 'and' instead of 'but' removes the threat)
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing.)

These conversations should be carried out by the adult who dealt with the child originally, and should be recorded in the class behaviour log. (Appendix 7)

Suspension, Exclusion & Managed Moves

As per the Northern Lights Learning Trust Exclusion Policy, Hart Primary School views exclusion as a last resort and will avoid this wherever possible.

We would use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head of School and only as a last resort.

As an alternative to permanent exclusion, and to avoid the need to record an exclusion on a child's file, it may be deemed more appropriate to arrange a managed move to another school. This would be in agreement with both schools, parents/carers and the child.

Pupil Transition

Children are introduced to our behavioural expectations of **Ready, Respectful, Safe** at the earliest opportunity when they either start our nursery provision or when they start our school mid-phase. At the start of each academic year, all children are reminded of our school rules and expectations periodically throughout the year.

Should a child require a personalised behaviour plan, they will be re-integrated onto the whole-school expectations of **Ready, Respectful, Safe** as soon as it is deemed suitable to do so. (See 'Inclusion' below)

In order to ensure a smooth transition between schools, either as an in-year transfer or when a child is transitioning to secondary school, we will work in partnership with the new school to ensure that any behavioural needs and individual strategies are communicated at the earliest opportunity.

Physical Intervention

Physical intervention/reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder (DfE Use of Reasonable Force 2013). A number of staff are trained in Team Teach strategies, including skills to help them to defuse and de-escalate situations. These alternative strategies will be used in preference to physical interventions. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Where physical intervention is required, the Head of School is informed and records are completed by the members of staff involved, including recording on CPOMs. Parents/carers are informed by a member of staff involved.

Banned Items

The DfE Searching, Screening and Confiscation Advice (July 2022) identifies prohibited items as:

- 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).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

The Head of School, DSL and Deputy DSL 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 listed above.

In addition to the items mentioned above, Hart Primary School and their governing body have also identified a list of items that they consider inappropriate for school. (See Appendix 7)

Mobile phones are also not prohibited, but we appreciate that for some older children who walk home alone, they are necessary. Any child who needs to bring a mobile phone for this purpose, must deposit their phone at the school office for safe keeping each morning and collect it at the end of the day. If a child is known to have brought a phone into school but refuses to hand it in, then a phone call will be made to parents who will be asked to come to the school to remove the phone from the child.

Behaviour Outside of School Premises

In the event that non-criminal behaviour or bullying is witnessed by a staff member or is reported to school, the initial response will be to engage parents, explaining the alleged incident and investigating the circumstances. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home.

In order to promote positive behaviours outside of school, Hart Primary:

- Works closely in partnership with parents.
- Provides mentoring and coaching for individual children.
- Will adapt the school's PHSE curriculum to address behavioural issues, e.g. anti-social behaviour.
- Makes use of support from emergency service as appropriate, e.g. local PSCO, fire service etc.

Where there is a serious behavioural concern, a multi-agency assessment, such as Early Help, would also be considered.

In the event of suspicion of criminal behaviour, facts regarding the incident will be established before a decision is made to inform the police. The initial investigations will be fully documented and recorded on CPOMs. Once the decision has been made to report the incident to the police, the DSL (or Deputy DSL in their absence) will take ownership of the incident, and a call will also be made to the CHUB as part of our safeguarding protocol.

Where online misbehaviour incidents occur outside of the school day, they will be treated in the same way as in offline incidents. In the first instance, parents will be contacted and, if appropriate, the incident will be investigated. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home. In addition, school will provide additional PHSE and awareness building depending on the nature of the incident.

If the online behaviour involves any illegal activity, such as the sharing of indecent images, our safeguarding protocol will be brought into effect and the police and CHUB will be alerted.

Staff Induction, Development and Support

The head of school is responsible for ensuring that all staff understand the school's behavioural expectations and the importance of maintaining them. This will be delivered in the following ways:

- Revisiting the school's behaviour policy as and when any changes are made.
- Ensuring that any new staff are appropriately inducted in the school's behavioural expectations at the earliest opportunity.

- Providing any bespoke CPD in response to any specific need that may arise. This may or may not involve the use of external agencies depending on the specific nature of the required CPD and the behaviours involved.
- Ensuring that all staff have at least the yearly statutory safeguarding training.
- Ensuring that there are designated staff who are appropriately trained to deliver interventions which support children's mental health and well-being.
- Ensuring that there are designated staff who are trained to use reasonable force as a last resort in the form of Team Teach Training.
- Ensuring that members of staff are Thrive trained so that they are well equipped to support children's mental health and wellbeing.
- Providing regular training throughout the school year in order to ensure that staff understand how to make the school environment inclusive.

Inclusion

As a school, we consistently and fairly promote high standards of behaviour for all, whilst recognising that some children may require additional support in order to achieve and learn well. As a school, we do not accept SEND as an excuse for poor behaviour, but will consider whether an individual's needs may contribute to their misbehaviour, making reasonable adjustments as appropriate.

The Equality Act 2010 requires schools to ensure children are treated fairly and to make reasonable adjustments to ensure that all children can access their education. These protections apply equally to policies on behaviour.

As an inclusive school, we understand that for some children following our behaviour expectations is beyond their developmental level, and we are committed to taking reasonable steps to ensure the inclusion of a child with challenging behaviour (Section 9.92, SEND Code of Practice, 2015). In this case, these children will have access to a personalised approach in addressing their needs through the creation of bespoke positive behaviour support plans, which are linked intrinsically to the whole school rules of Ready, Respectful, Safe. These plans will be written by the SENDCo and in partnership with parents and, where appropriate, other outside agencies. Should children's behaviours improve enough for them to be removed from their personalised behaviour plans, they will be re-introduced to the whole school expectations of **Ready, Respectful, Safe**. This will be done in a supportive way and will be monitored to ensure that it is effective.

As part of our duties, we will endeavour to identify any triggers, although we recognise that this may not always be possible, and will put support in place in order to prevent these, for example movement breaks for a child who finds it difficult to sit still. Any preventative measures we take will consider the specific need of the individual child in question.

Rather than isolating children who may struggle to regulate their behaviours, we have provided children with a 'calm corner' in which they can separate themselves from their peers in a calming, quiet space until they have regulated their senses and are ready to reintegrate themselves back into the classroom environment. This separation space is not used as a sanction.

As a school, we have designated staff who have been suitably trained to support children who may be struggling with their behaviour. This support may come in the following forms:

- Taking part in the 'Marvellous Me' intervention where children are encouraged to see themselves as an individual and what is special and important about them.
- Receiving bereavement support from a trained staff member (Jo & Mya Education Project).
- Working with a Thrive practitioner on activities to develop the child's social and emotional wellbeing.

Thrive Intervention

Where a child has been identified as having disrupted social and emotional needs, parental consent will be obtained to carry out an online assessment. Once online assessments have been carried out, the level of Thrive intervention will be identified, namely:

- **Level 1:** Thrive strategies built into daily classroom routines which will benefit all children in the class, but in particular the identified child. These strategies will be provided by a Licenced Thrive Practitioner, but will be carried out by the class teacher and TA.
- **Level 2:** Group Thrive intervention where children with similar disruptions will be grouped and will work with a TA under the guidance of a Licensed Thrive Practitioner.
- **Level 3:** 1:1 Thrive sessions with a Licensed Thrive Practitioner.

Thrive action plans and online assessments will be updated at the end of each half-term in order to measure impact.

Child-On-Child Abuse

At Hart Primary School we are committed to the prevention, early identification and appropriate management of child-on-child abuse. We hold the ethos of 'it could happen here' and all staff are aware that it is everyone's responsibility.

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

Our Child-on-Child Abuse policy outlines our preventative measures and our response to incidents further.

Parents

At Hart Primary School, we are fully committed to promoting good relationships, active involvement and strong partnership with all parents. Information around a child's behaviour is shared with parents in a number of ways:

- Informal discussions between teacher and parents
- Meetings arranged if required with class teacher
- Reporting behaviour at Parental consultations
- Head of School becomes involved in the case of a severe case
- If pupils require a behaviour support plan parents will be involved at all stages

Monitoring Behaviour

The Head of School will monitor the effectiveness of this behaviour policy on a termly basis, to assure it is implemented effectively and fairly, reviewing it annually. Methods used to monitor include:

- Lesson observations and learning walks
- Behaviour logs
- Behaviour entries on CPOMs
- Pupil, staff and parental questionnaires

In particular, the visible and verbal consistencies of the behaviour policy will be monitored with personal follow-ups with appropriate members of staff.

Governors

The Head of School will report back to the Local Governing Body regarding the effectiveness of the behaviour policy.

Hart Primary School Behaviour Blueprint

This is the Hart Primary School way...

Our Vision...

To give all the opportunity to be the best that they can be and have fullness of life.

Our Values...

***Thankfulness, Friendship & Trust, Compassion,
Always our best***

Our Rules...

Ready ~ Respectful ~ Safe

Positive Recognition:

- ✓ House Tokens
- ✓ Reward Certificates
- ✓ Good News Notes
- ✓ Phone Calls Home

Stepped Sanctions:

- ✓ Caution
- ✓ Time Out in class
- ✓ Time Out in another class
- ✓ Escalation

Restorative Follow-Up:

- ✓ What happened?
- ✓ Who is affected?
- ✓ How did it make people feel?
- ✓ How can we put it right?
- ✓ How can we do things differently in the future?



Our Vision:

*To give all the
opportunity to be the
best that they can be
and have fullness of
life.*



Our Values:

- *Friendship & Trust*
- *Thankfulness*
- *Compassion*
- *Always our best*



Our Rules:

- ***Be Ready***
- ***Be Respectful***
- ***Be Safe***



School Behaviours Curriculum

The following behaviours are the key habits and routines we expect from our children as a minimum.

They relate directly to our Code of Conduct: **Ready, Respectful, Safe** and should be consistently implemented, modelled and reinforced by all staff at all times.

All adults should use the language **Ready, Respectful, Safe** consistently when acknowledging positive behaviour and when addressing misbehaviour.

When dealing with children with SEND, adults should consider if the child's needs contribute to their misbehaviour and should adjust these key habits and routines accordingly to ensure that the child receives the additional support required to achieve and learn well.

<p>Be Ready</p>	<ul style="list-style-type: none"> • When an adult requires the attention of children, the relentless routine of '5, 4, 3, 2, 1 Give me 5' will be used and adults should not begin to speak until they have the attention of all children. • Teachers will be at their classroom door at the correct time in order to welcome children. • Children will have a positive learning attitude, this means being ready to learn and being on task when they are required to. • Children will have the correct equipment in order to be able to start their work. Adults should facilitate this by ensuring children are in a good routines including looking after their equipment, that classrooms are tidy and orderly so that children can readily access what they need and that expectations of what children need are communicated to them effectively.
<p>Be Respectful</p>	<ul style="list-style-type: none"> • Children and adults will greet each other with a 'hello' and a smile, and will hold doors open for each other. • Children and adults must speak kindly to each other. • Children and adults must use an appropriate volume when speaking to each other, shouting at adults or at children is not permitted. • Children will sit smartly in assemblies and will listen to whomever is speaking, not chatting mid-assembly– adults should ensure that this happens during assembly times. • Children will be publicly praised and celebrated for demonstrating the school values of: Thankfulness, Friendship & Trust, Compassion and Always our best. • Children will not shout out if they need to ask a question or contribute. • Children and adults will use their manners at all times (Please, Thank You) and will not speak over each other.
<p>Be Safe</p>	<ul style="list-style-type: none"> • When moving inside of school and from school onto the playground, children will line up sensibly and quietly and will be led by an adult, who will guide the children to walk until they reach their destination. • Children will keep their hands, feet and unkind words to themselves. • Children will not play games on the yard that involve grabbing or pushing each other – adults will ensure that children a sufficiently supervised and engaged in other activities so that these games are minimised. • Children will not wander around the classroom and will check with an adult before leaving their seat to fetch equipment. • Children and adults will use classroom equipment correctly.



“5, 4, 3, 2, 1, Give me Five”



Empty hands



Eyes on the
speaker



Be still



Be quiet



Listen

Appendix 5 – Rewarding Positive Behaviour and Attitudes



Good News Note

*We wanted to share good news with you,
It's sure to make you smile,*


*Has gone over and above,
They've gone the extra mile.
They've certainly excelled themselves,
They stand out from the crowd
We're excited, ecstatic, elated,
And also rather proud!*





Hart Superstar Award





Awarded to _____



For _____


Learning Powers Demonstrated

Don't give up	<input type="checkbox"/>	Be co-operative	<input type="checkbox"/>	Be curious	<input type="checkbox"/>
Use your imagination	<input type="checkbox"/>	Have a go	<input type="checkbox"/>	Keep improving	<input type="checkbox"/>

Signed: _____



Hart Golden Quill Award




Awarded to _____


For _____

Signed: _____






Hart Mathematics Award





Awarded to _____



For _____

Signed: _____



Hart Citizenship Award

Awarded to _____

For _____

School Values Demonstrated

Friendship and Trust	<input type="checkbox"/>	Thankfulness	<input type="checkbox"/>	Compassion	<input type="checkbox"/>	Always Our Best	<input type="checkbox"/>
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Signed: _____


Appendix 6 – Behaviour Log

	Hart Community Primary School Caution/Time Out/Escalation Log
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C = Caution, T1 = Time Out in Class, T2 = Time Out in Another Class, E = Escalation

Child's Name:																															
Date:					Date:					Date:					Date:																
C	T1	T2	E	C	T1	T2	E	C	T1	T2	E	C	T1	T2	E	C	T1	T2	E	C	T1	T2	E	C	T1	T2	E	C	T1	T2	E
Notes:																															

Appendix 7 – Restorative Conversations

 Hart Community Primary School Restorative Conversations			
Name of Child:	Joe Blogs.		
Date:	12/1/22		
Adult Conducting Conversation:	Mrs Smith		
What happened?	<p>"I didn't want to do the work, so I started to mess around to make my friends laugh."</p> <p>Why did it happen?</p> <p>"I was bored."</p>		
Who has been affected?	<p>me - I missed lessons. My friends - their lessons were disrupted.</p> <p>Miss - I was disrespectful.</p>		
How did it make them feel?	<p>Upset. Disappointed.</p> <p>Angry.</p>		
How could we put things right?	<p>Apologise.</p> <p>Not be disruptive anymore.</p>		
Conversation following: Time Out <input checked="" type="checkbox"/> <input type="checkbox"/> Escalation <input checked="" type="checkbox"/> <input type="checkbox"/>	Telephone call home: (After escalation) Yes <input checked="" type="checkbox"/> <input type="checkbox"/>	Call recorded on CPOMs: (After escalation) Yes <input checked="" type="checkbox"/> <input type="checkbox"/>	

Appendix 7 – List of Inappropriate Items



Hart Primary School List of Inappropriate Items

Hart Primary School, in conjunction with their Governing Body, have identified the following items as inappropriate and as such, they should not be brought into school.

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc.)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
- E-cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties

Mobile phones are also not prohibited, but we appreciate that for some older children who walk home alone, they are necessary. Any child who needs to bring a mobile phone for this purpose, must deposit their phone at the school office for safe keeping each morning and collect it at the end of the day. If a child is known to have brought a phone into school but refuses to hand it in, then a phone call will be made to parents who will be asked to come to the school to remove the phone from the child.