



Positive Behaviour Policy v2.0

Statutory

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Policy Author:	Head of Inclusion
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History of Most Recent Policy Changes

Version	Date	Page	Change	Origin of Change
V2.0	June 2026	Whole document	Title page, header, page numbers added	Routine review of model policy
V2.0	June 2026	Page 11	Link updated	Routine review of model policy

Positive Behaviour Policy

Rationale

At Hanham Primary Federation we believe that positive behaviour is the outcome of positive, consistent and defined relationships between staff and pupils. High expectations for pupils' behaviour and conduct ensures that all children feel safe, make good academic progress and are able to enjoy their time at school.

Principles:

1. We, as the adults, always model calm, controlled and caring behaviour.
2. We don't reward the minimum standard (beyond a simple thank you) – we look to highlight children going 'above and beyond' and give them the formal recognition.
3. We define as a school what we will all consistently do: recognition, expectations, and routines.
4. We make our expectations explicit through clear routines which we actively teach.
5. We have 3 simple rules which are referred to in every discussion about conduct.
6. Consequence will be consistently applied.

Our three rules are that every child:

1. **Be Ready**
2. **Be Safe**
3. **Be Respectful**

All conversations with children about conduct will refer back to these 3 rules.

Modelling positive behaviours as adults. As adults we will all:

1. Show the children that we have regard for them as individuals and we will welcome them into our classrooms with a smile and a positive greeting every day.
2. Teach children what good conduct looks like by teaching clear routines and defending high expectations.
3. Recognise good conduct publicly and correct inappropriate conduct as privately as possible.
4. Respond consistently with the same recognition, language and sanctions.
5. Remain calm yet assertive when managing inappropriate behaviours.

Recognising positive behaviour:

1. The minimum expectation will not be rewarded but will be recognised with a simple 'thank you'.
2. Awarding a child a "house point" style reward in the form of a Class Dojo point.
3. **Whole class recognition** via a Class Dojo whole class Dojo point.
4. If a child has consistently excelled in representing the school's values, the teacher may choose to send their parent a message either in person or via Class Dojo.
5. If a teacher believes that a child has consistently modelled excellent behaviours or values in class (including learning behaviours demonstrated through high quality work), they may be sent to the Headteacher for recognition. Headteacher recognition may include:

- a. A Headteacher award sticker.
 - b. A special Headteacher recognition in assembly.
 - c. A phone-call/ClassDojo message to the parent informing them that their child's conduct has been formally recognised as being exemplary.
6. Teachers will award one child in every class a "Values Award". This is to show that child has excelled in displaying the chosen value that week. The child (with permission) will be shared on Class Dojo.

When giving rewards it is important that as a school, we have agreed the standard expected to achieve each so as to avoid inconsistencies between classes.



Routines:

So that every child knows exactly the expectation for common activities, staff will:

1. Teach the children a 3-step routine for all common activities e.g. lining up, getting ready to learn, walking around the school etc.
2. Display these routines in the classroom, using a simple visual format.
3. Practise these routines regularly, re-teaching individual steps if children are not meeting the expected standard.
4. Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.

Managing inappropriate conduct:

- All staff should consistently follow the same steps when managing inappropriate conduct.
- Adults will be calm yet assertive when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO. However, whilst consequences may be adapted to meet the needs of a particular child, the expectation will be that, irrespective of need, consequences will still be applied.
- Conversations correcting inappropriate conduct should be done as privately as possible.

Cycle of sanctions during learning time (See Appendix 1 for detail):

Please note-These may be altered or adjusted where a SEND/ SEMH plan is in place.

1. All children start Ready to Learn

2. Reminder (one given)

- a. Link conduct back to school rules.
- b. Remind child of when they demonstrated successful conduct.
- c. Short, precise instruction.

3. Warning (one given):

- a. Name...
- b. Explain rule broken *'by doing X you are not being Ready/ Respectful/ Safe'*.
- c. *'I will note your name and we will discuss this at the end of the lesson.'*
- d. Presuppose success *'Thank you for now doing this'*.
- e. **Discuss with child what happened and how it could be avoided in future for 2 minutes at the end of the lesson.**

4. Time out (length flexible):

- a. Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
- b. Child sent to a partner class (with work) for the remainder of the lesson.
- c. Miss the next break to discuss and catch up on missed learning. *Teacher to supervise.*

5. Sent to HT/ SLT Office for Time out/ behaviour discussion IF:

- a. Direct instructions are being refused (skip all previous steps).
- b. Further rules being broken following time out in another class.
- c. Child spends 5-15 minutes with HT discussing behaviours.
- d. They return to complete missed learning at playtime.
- e. HT sends email/ text to parent informing them that they have been sent to the headteacher and ask them to contact the class teacher to discuss.

What we do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.

- a. The child is reminded that their choices are disrupting others and that they must now follow instructions.
- b. Adults will walk away and allow 30 seconds – 1 minute 'take up time'.
- c. The child is asked again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- d. An emergency message is sent to the office (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk.*

6. Repair conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focuses on reflection and restoring relationships (not blame or further punishment):

Cycle of sanctions during break/ lunch times:

- 1. We listen to the problem:** When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
 - b. **We will make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, we summarise what happened and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so we will invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) we offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Caution: When a child or group has repeated a low-level poor choice:**
 - a. We remind the child of the rule broken.
 - b. We explain the 'time out' consequence if the conduct continues.
 - c. We tell the child to think carefully about their next choices.
- 3. Time out (after reminders/ caution):**
 - a. We tell the child that they now need some time to think about their choices.
 - b. We then ask them to sit on a bench for 2-5 minutes.
 - c. We talk to them about what happened to lead up to this.
- 4. Repair:**
 - a. Before letting the child leave the bench, we will have a quick conversation about how they will make successful choices.
 - b. We will always endeavour to end the conversation positively.
- 5. Sent to SLT:**

- a. Where there has been deliberate aggression/ damage and/or repeated poor behaviour choices, children will be straight to SLT, missing previous steps.

Persistent poor behaviour choices:

1. If a child has been sent to a partner class twice in a two-week period, the class teacher will ring the parents to discuss this pattern of behaviour, engaging parents early to secure their support.
2. If a child has been sent to the HT office twice in a term, and are not on an individual behaviour plan, they will be placed on individual report. **See Appendix 4.** We call this "getting back on track":
 - a. A member of the SLT will contact the parent and explain why the child has been placed on this pathway.
 - b. For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
 - c. For older (KS2) children, this will involve being placed on a "back on track checker":
 - i. This will be completed for every session showing how a child has met the behaviour rainbow.
 - ii. At the start of playtime, start of lunch and at the end of each day the child will bring this to the Deputy Headteacher to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.
 - iii. At the end of the week this will be sent home to the parent.
3. Again, where behaviours persist, it is likely that these are the result of an underlying SEND/ SEMH need. At this point a child will receive an individual behaviour plan.

Severe Behaviour:

- If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for the SLT.
 - Refusal to follow a direct instruction after take-up time has been given.
 - Hate speech (homophobic, racist, transphobic, sexual).
 - Verbal abuse or swearing at an adult.
 - Bullying (as defined in Anti-bullying policy).
 - Violence towards an adult or child.
 - Running away from an adult.

Persistently dangerous or disruptive conduct:

- Where there is ongoing poor conduct which does not improve or where there have been severe behaviours, then the school will apply the **Severe Behaviours Policy**, alongside this policy.

Use of physical restraint: *See Positive Handling Policy for further details.*

- All efforts should be taken to avoid the need to physically restrain a child.
- Wherever possible, physical restraint should be carried out by a staff member who has received appropriate training, under the supervision of a member of the SLT.
- However, any adult can use physical restraint to prevent the pupil harming themselves or others; to prevent them placing themselves beyond safe adult control (e.g. running out of the building/ grounds); to prevent damage to property.
- Staff should use the least amount of physical contact necessary.
- Staff should report all physical restraint to a member of the SLT immediately and details will be recorded in a 'bound and numbered' record book.
- Parents will be immediately informed of any restraint used.

Searching/ confiscation:

- In exceptional circumstances, the school may be required to search a pupil's bag etc for potentially dangerous items.
- See appendix 4 for the procedure which the school will follow if this is necessary.

Appendix 1: Exemplification of behaviours which require Reminder/ Caution/ Time Out/ SLT:

Behaviours requiring reminder:	Behaviours requiring a caution:
<ol style="list-style-type: none"> Swinging on chairs despite reminders to stop. Wearing inappropriate clothing in school e.g. hats inside. Wandering around the classroom Distracting noises Inappropriate fidgeting/ rummaging Dropping litter Calling out or shouting Persistently bringing in toys to school without permission Talking over or interrupting others in class Play fighting Talking in assembly Not doing as asked first time Not supporting team activities in the classroom, e.g. tidy up time despite being asked Chatting to others at inappropriate times or about inappropriate subjects. Lateness into class during the day Wasting resources or not looking after resources 	<ol style="list-style-type: none"> All behaviours which have already had a reminder. Making fun of another child's work or efforts Telling lies Interfering with another person's property Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) Name calling Responding abruptly or rudely towards requests from adults Swearing as part of general conversation Not engaging in their work or having a poor attitude to learning Dangerous play Unsafe behaviour in the corridors and around the site, e.g. running Unhelpful, uncooperative behaviour, e.g. being obstructive in activities Poking, pushing, pinching or prodding Misuse of toilets and wash areas Teasing or deliberately antagonising other children.
Behaviours requiring referral to SLT:	
<ol style="list-style-type: none"> Repeated low-level behaviours after other steps have been followed. Refusal to follow direct instructions. Writing graffiti or defacing walls, desks, books or work. Answering back or arguing with an Adult. Throwing or flicking objects in the classroom or out of the window. Swearing at another person. Making inappropriate comments related to gender, sexual orientation or appearance. Making insulting remarks about another person's family members. Disruptive behaviour including inciting disruptive behaviour of others. Deliberately unkind behaviour which leads to others feeling isolated or upset. Bullying. Physically violent behaviours. Throwing items at pupils/ staff. 	

Appendix 2: Script for dealing with defiant/ difficult behaviours:

I noticed you are...kicking the desk/ struggling to sit on the carpet

I understand you are...angry/ upset/ frustrated

You need to...(state desired behaviour)

Then we can... (state what the outcome will be)

If you choose not to...(state desired behaviour) then...(state consequence)

Do you remember when you... (refer back to a positive event)?

That is who I need to see today!

I know it's tricky but I believe you can do it – thank you.

(Walk away and don't turn back! allow take up time and show you believe they can do it.)

Appendix 3: Searching & Confiscation

Statutory Guidance referenced: *Searching, Screening & Confiscation – Advice for Schools July 2022*

Introduction:

- Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
- Under the 1996 Education Act, Headteachers have the statutory power to search pupils, where they have reasonable grounds to believe that they are in possession of the following **prohibited items**:
 - I. knives or weapons;
 - II. age restricted items e.g. alcohol, tobacco, fireworks, matches or lighters, solvents, aerosol paints, pornography or vapes;
 - III. stolen items;
 - IV. any item which could be used to cause an offense.
- Headteachers' may also search pupils' bags etc for items **restricted** by the school, such as mobile phones, if there is a reasonable suspicion that a pupil has deliberately concealed such items in a manner which may infringe the school's behaviour policies.

Prior to searching a pupil:

- Only the Headteacher, or a senior member of staff directly authorised by the Headteacher if they are absent, can carry out a search. The Headteacher should decide whether the search is reasonable and proportionate to the risk of harm (in the case of a prohibited item) or to uphold the school's behaviour policies (in the case of restricted items). The Headteacher should seek advice from a member of the central team if they are unsure whether a search is necessary.
- Prior to any search for a **prohibited item**, the Headteacher should make every effort to contact the parent or carer and notify them of the reasons why the school is planning to search their child and how the search will be conducted. They should explain the reasonable grounds and, where possession of a **prohibited** item is suspected, and allow the parent to be present if they request this. If the parent wishes to be present, then the pupil, along with any bags etc, should be isolated and supervised until the parent arrives.
- If a parent refuses to give permission to search the pupil, all efforts should be made to reach agreement. However, the decision to search ultimately resides with the Headteacher.
- Where the school suspects a child to be in possession of an item which is **not prohibited** but is **restricted** by the school (e.g. mobile phones, devices etc) then the Headteacher

should decide whether contacting the parent is necessary or proportionate prior to any search.

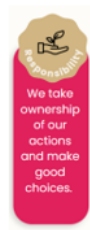
Completing a search

- The Headteacher should explain to the pupil why a search has been requested and ask the pupil to comply with the request to search.
- A second senior member of staff should be available to oversee the search.
- The Headteacher should ask the pupil to empty pockets, coats and bags in their presence.
- Headteachers should not search a child's pockets or clothing directly unless they believe that the child is concealing an item which could cause serious harm to others. If the Headteacher believes that a child is concealing a **prohibited item** about their person, and having asked them to empty their pockets, then they should isolate the child until a parent arrives at which point the Headteacher can ask the parent to be present whilst the child empties their pockets.
- If the pupil refuses to comply with the Headteacher's request, and where the school has reasonable ground to suspect a restricted item is being concealed, then the school can act '*on the balance of probabilities*'. For example, if the school has credible grounds to believe the pupil is concealing matches in their pocket (them having been seen by other pupils), and where (in the presence of a parent) they continue to refuse to empty their pockets, then the school may decide to sanction the pupil in line with their belief that the child is concealing a harmful or restricted object.
- Primary-aged pupils should not be asked to remove any clothing other than coats using any search.

After a search

- If **prohibited** or **restricted** items are discovered as the result of any search, the school will follow internal school behaviour policies in applying appropriate sanctions.
- All searches must be recorded on CPOMs.
- All searches should be logged, via email, with the Trust's Head of Inclusion.

Appendix 4- Back on Track Master



My name:
My teacher:

This week:				
●	●	●	●	●

I will ask my teacher to circle or tick one of the colours:

- Before playtime
- Before lunch
- At the end of the day

My behaviour was best in
I found it hardest in

I must find Mr Wills or Miss Costello to check at break and lunch.

	Reg /Circuits	Morning 1	Assembly/ Intervention	Break	Morning 2	Lunch	Afternoon 1 2pm	Afternoon 2 3pm	End of Day
M	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
T	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
W	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Th	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
F	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●