



## **POLICY FOR BEHAVIOUR (incl Anti-Bullying)**

**Statutory** / Non Statutory

## BEHAVIOUR POLICY

### ADOPTION AND AMENDMENTS TO BEHAVIOUR POLICY

Section	Governors' Meeting or Committee
Whole document	Local Governing Body (LGB), March 2024
Whole document	LGB, March 2025
Whole document	LGB, March 2026
Whole document	LGB, April 2026
Next review: 2026-2027	

# BEHAVIOUR POLICY

## **Rationale**

Children should be provided with clear behaviour expectations. All the adults in the school should apply these consistently. Good behaviour should be positively encouraged. The children should be dealt with fairly and consistently when these expectations are not adhered to. Behaviour which is a consequence of a pupil's disability or special educational needs will be recognised and a specific programme of behaviour management put in place. We have three main principles which are: Be Ready, Be Respectful and Be Safe.

## **Behaviour for Success** (Appendix 1)

The expectation for behaviour of all members of the school community is set out in the Behaviour for Success document which is displayed in each class and shared with parents.

## **Everyone in our school aims to...**

- Be calm and thoughtful all the time
- Be consistently positive
- Have high expectations of themselves and others
- Be polite and develop trusting relationships with each other

## **Our School Rules**

1. Be respectful
2. Be Ready
3. Be Safe

These are discussed in class and assemblies so that children are aware of how they must act to apply these rules

In practice this means that:

- Ready: We listen to each other, and we are ready to work
- Respectful: We treat each other with respect.
- Safe: We choose appropriate behaviour at all times.

## **Making Choices**

Staff actively demonstrate positive behaviour and encourage children to make the right behaviour choices actively noticing when children are being the best they can. Staff will recognise wrong choices but always comment calmly to reinstate the appropriate behaviour choice e.g. "Jason you are trying to catch John's attention, please turn around and focus on your learning".

## ***Right Choices***

If children make the right choices this will be acknowledged through positive praise and encouragement which promote positive self-esteem such as

- Smile at everyone
- Give verbal congratulations
- Share good work with others in class and assemblies
- Give Mathematics, English, Science, Star and Headteacher Award certificates to pupils to demonstrate that good work, effort, good behaviour, kindness and respect are valued.

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- Award the Meerkat at the end of each week to a child who has demonstrated appropriate learning behaviours. Children keep the meerkat for the weekend and complete a diary of their adventures.
- Giving stamps and stickers.

### ***Wrong Choices***

We have high expectations of all children at Hockliffe and expect all children to uphold our Meerkat Values including those with SEND (appropriate support and reasonable adjustments will be provided to enable them to meet expectations). A range of approaches will be taken which will be appropriate for the age and stage of each individual.

Please see a non-exhaustive list in Appendix 2.

### **Positive behaviour management**

#### **Class Dojo**

Class Dojo offers a valuable tool for fostering positive classroom culture. By awarding points for desired behaviours like being ready, respectful and safe, it provides immediate, tangible recognition for students. This motivates them to strive for excellence, creating a more engaging and productive learning environment. Furthermore, Class Dojo allows teachers to easily track individual and class-wide progress, identify areas for improvement, and personalise rewards. This data-driven approach enables teachers to tailor their interventions and celebrate successes effectively, ultimately leading to improved student behaviour and academic outcomes.

#### **Key Points:**

- **Positive Reinforcement:** Rewards motivate students to repeat positive behaviours.
- **Immediate Feedback:** Instant feedback reinforces desired actions and provides timely guidance.
- **Data-Driven Approach:** Track progress, identify trends, and tailor interventions effectively.
- **Engaging and Fun:** Gamified system makes learning more enjoyable and increases student participation.
- **Improved Behaviour:** Encourages self-regulation, responsibility, and a positive classroom climate.

See Appendix 3

### **Bullying**

We define bullying as all forms of physical aggression and verbal abuse including cyberbullying, prejudice-based and discriminatory bullying.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

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- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks, homophobic comments, misogynistic comments or sexual comments
- indirect – spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety.

Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied.

When bullying is reported the school will:

- speak to all those involved to establish the facts
- adopt a problem-solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out
- record it on the Behaviour Log
- record it on MyConcern if the report is a safeguarding concern

Bullying will be regularly addressed through assemblies and the circle time sessions in all classes.

### **Behaviour Logs**

Each teacher keeps a log recording incidents of concern when children make wrong choices. Midday supervisors also make notes in the in these when positive reminders of expected behaviour have not been effective, they pass details of these incidents on to teachers.

Incidents of serious behaviour are recorded on Arbor allowing the Behaviour Lead to monitor behaviour patterns.

### **Parent Partnership**

- Parents are provided with a copy of the Behaviour for Success document when their children begin school and reminders of behaviour expectations are part of yearly 'Parents' information meetings'.
- Home/school link diaries can be provided as part of a behaviour modification programme.
- Parents are encouraged to participate in school activities and help in classes so they see behaviour expectations at work.
- Parents are asked to speak to the class teacher or headteacher if they have any concerns regarding the behaviour of their child or another child. Parents should not speak directly to the parents of other children; let the school handle any issues.
- The school and parents work closely together to take shared responsibility in the implementation of any behaviour modification programme.
- The Home/School Agreement outlines good practice and is agreed and regularly reviewed by parents and teachers.

### **Exclusions and Suspensions**

If exclusion or suspension is considered necessary, the law relating to exclusion will be followed.

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### **Education Otherwise than at school**

If Education Otherwise is considered the law relating to it will be followed.

### **Use of reasonable force**

In accordance with the school Physical Intervention policy reasonable force will only be used with the intention of protecting a child from harming themselves or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Any decision to use reasonable force will be based on an assessment of the risk associated with the intervention compared with the risk of not employing an intervention e.g. holding a child back to stop them running into an unsafe place like the road.

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### Appendix 1

**Be respectful**  
**Be ready**  
**Be safe**  
**Following our school rules helps us in ....**  
**Happily Learning to Succeed**



Everyone in our school aims to....	This look like....
Be calm	Children & adults walking Children & adults talking Children sitting quiet & still, age & stage appropriate on the carpet and in assembly
Be thoughtful, polite & kind	Smile at others Hold doors open for others Offer to help others Say kind things to others
Be positive	Say I cannot yet instead of I cannot Always try hard Use positive phrases
Have high expectations	Always do the right thing even when no one is watching Always try my best

If I make the right choices	I will feel good about myself I will feel proud of myself People will smile at me People will say well done I will be a positive role model for others Others will be happy with me
If I make the wrong choices with my learning or play behaviour	I will get support to help me with my learning behaviour I will be given a reminder – a look or an action or a word I will have a conversation with an adult I will have reflection time I will have a restorative conversation I will move to help me with my learning behaviour I will spend time with an adult Adults will have a conversation with my parents
If I have a disagreement with another person I will	Count to 10 Think before I act Think before I speak Use my words Take myself away from the situation Ask a grown up to help with a restorative conversation Use my conflict resolution skills
If I am not feeling calm and ready to learn	I will count to 10 I will do finger breathing Take a drink of water Ask an adult for help Take myself to a calm space

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### Appendix 2 Approaches for wrong choices (consequences)

Applied in consideration to the age and stage of the pupil within KS1 & 2..

Level of behaviour	What behaviour could be seen (non exhaustive list)	Approaches / Consequences
Level 1	Low level disruption Ignoring instructions Calling out Not completing work Rude behaviour	Positive reminders of expectations in class Move to another space within the classroom
Level 2 Recorded on Arbor	Persistent level 1 behaviour (repeatedly seen across a period of time (this could be within a lesson or a day)	Work in a visible spot at the tables in the corridor, work within another classroom, work with another adult within the school Restorative conversation with appropriate adult (usually class teacher) Classteacher to contact parents
Level 3	Persistent level 2 behaviours (3 incidents within a week) Or Unkind playing / actions Rough play Swearing Deliberately excluding other children from playing Challenging adults (refusal to listen, shouting, arguing etc)	Loss of 10 minutes of playtime / lunchtime  Contact with parents if this is the second or more occasion by the classteacher
Level 4	Persistent Level 3 behaviour (incidents repeated over a 2 / 3 week period) Serious challenge to adults - walking away etc Verbal abuse to peers or adults Verbal threats to peers or adults Deliberate minor damage to property e.g. writing on a table or wall Leaving classrooms without permission Refusal to come into the classroom Throwing items in anger Deliberate anger towards property Physical assault towards pupil or adult - slap, push, hit	Loss of 30 mins of freetime - supervised  Restorative conversation  Community Service  Positive intervention e.g. behaviour chart  Intervention around behaviour and social interaction eg Lego Club, Volcano in my Tummy  Class teacher to contact parents in first instance

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		<p>Headteacher to contact parents either via email or phone after second incident</p> <p>Consider safety of child on trips and on the playground (possible exclusion from trips or lunchtime suspension {parent to take off site at lunchtime})</p>
Level 5	<p>Persistent stage 4 behaviours (behaviours that continue despite interventions being in place for 4 or more consecutive weeks)</p> <p>Deliberate damage to property e.g. breaking a chair in anger</p> <p>Deliberately spitting at a peer or teacher</p> <p>Physical Assault on a peer or adult (3rd instance)</p>	<p>Internal isolation ½ day in first instance repeated instance will result in a day in isolation or a suspension</p> <p>Consider safety of child on trips and on the playground (possible exclusion from trips or lunchtime suspension {parent to take off site at lunchtime})</p>
Level 6	<p>Persistent level 5 behaviours (despite interventions over at least a 4 week period)</p> <p>Persistent or serious assault on a peer or adult</p> <p>Repeated instances of physical assault</p> <p>Use of or threat of using an object as a weapon</p>	<p>1 - 3 day suspension</p> <p>Or direction off site (attend another school for a period of time)</p> <p>Consider safety of child on trips and on the playground (possible exclusion from trips or lunchtime suspension {parent to take off site at lunchtime})</p>

Appendix 3



Class Ladder

6000 Points

Free Class Mufti

4000 Points

Extra Lunch Play Time

3000 Points

Movie Afternoon

2000 Points

Games Hour

1000 Points

Extra Morning Play Time

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### Individual Ladder

900 Platinum Award

800 Points Gold Award

700 Points Silver Award

600 Points Bronze Award

500 Points Small Prize

300 Points Small Prize

100 Points Sticker

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I can earn Dojo Points by:

Meerkat Values - 1 point

Ready - 1 point

Respectful - 1 point

Safe - 1 point

Star learner - 1 point

Persistence - 1 point

Teamwork - 1 point

Working Hard - 1 point

Value of the Month - 2 points