



# Whole School Behaviour Procedures 2025 - 26

Behaviour procedures were reviewed by school staff in September 2025. It will be reviewed annually. To be read in conjunction with the 318 Education Trust Behaviour Policy and 318 Education Trust Suspensions and Exclusions Policy.

**Mrs P.Lyall** Headteacher

**Mrs C Godfrey** Chair of Governors

Next review – Autumn 2026

*Hodnet is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.*

## **Safeguarding statement of intent**

*Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.*

## **Aims and objectives**

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- Our school has 3 core values – **Be Ready, Be Respectful, Be Safe**. These can be applied to any situation and are easily remembered. We display these values using buzzing bees and honey pots around school to ensure they remain a focus and can be embedded.
- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Hodnet School expectations**

Expectations are shared in assemblies, on working walls and modelled by staff. Class teachers discuss school expectations with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

- Children are expected to **Be Ready**... ready to learn, to listen, to do, to respond both inside and outside when working and at play.
- Children are expected to **Be Safe**... safe inside and outside, when playing and when working, safe on their chairs, safe when using equipment and when tidying, safe in the lunch hall and in classrooms, have safe king hands and feet and be safe face to face or online.
- Children are expected to **Be Respectful**... to everyone in our school, visitors, staff and peers, respectful when playing, sitting, working, listening, conversing, walking through school, when inside and outside.

## **Rewards**

We praise and reward children for good behaviour, being a role model, demonstrating our values, being kind, working hard, being resilient, thoughtful and a good citizen, in a variety of ways:

- School staff verbally congratulate children and celebrate their achievements.
- We distribute stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- School staff acknowledge manners around school and praise children for their ability to **Be Ready, Be Respectful and Be Safe**.

- We use a **house points system**. All children and staff are in a 'house'. House point tokens are given to reward and acknowledge behaviour, effort, hard work and kindness.
- Each class uses a tree of success with the values displayed. Pupils who have demonstrated their values, highlighted by school staff or peers, can write their names on the tree to share the success with other members in the class and highlight achievements. Children who have their names displayed will receive a 'ready raffle ticket'. This will be placed in the raffle ticket box in the hall for a chance to be picked out in the weekly celebration assembly.
- Each week, we nominate at least one child from each class to receive a '**Class Achievement Award**' for their effort and achievements. We also nominate a '**Book Worm**' for reading efforts at home or in class. Mrs Lyall chooses two '**Headteacher Achievement Awards**', one per key stage and the kitchen staff choose a weekly '**Lunchtime Star Award**'. Pupils in receipt of award certificates can also have a dip in the treat box in our celebration assembly and their name goes on the 'Tree of Success' celebration board in the school hall.
- Shout outs are made in celebration assembly to acknowledge pride for demonstrating values or role model for behaviour. Children who receive a shout out are given a Headteachers award sticker and an applause.

We acknowledge all the efforts and achievements of children, both in and out of school. The weekly Celebration Assembly also allows opportunities for children's achievement out of school, e.g. music or swimming certificates etc to be shared by children.

### Sanctions

Hodnet School employs a small number of sanctions to enforce the school values and ethos, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and the seriousness of the incident. Staff use their professional judgement, knowledge and expertise when employing sanctions in accordance with the agreed sanctions within this policy.

	Parents aware				Formal meeting required, External agencies needed.	LA aware. Education access team involvement	Governors aware. LA processed followed.
→							
Discussion	Reminders	Missing 5 minutes	Time out of sessions	Formal conversations with parents		Suspension	Permanent exclusions

As part of good classroom management, conducive to learning, we expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place closer to the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher acknowledges this by talking to the children in the first instance and expressing displeasure about the child's behaviour. If a child misbehaves or is repeatedly disruptive, we may isolate the child from the rest of the class until they calm down, and are able to work sensibly again with others. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE, general class time or in assembly. Senior leaders within school may also be called upon to support behaviour management if necessary. Children may also be sent to Mrs Lyall or Mrs Lyall called if they are unable to follow rules or expectations and are becoming unsafe.

### Consequences for actions

- If children break our school values, this may result in them losing some or possibly all of their break /lunch time, starting with 5 minutes lost time on the wall as thinking time. Younger children may be required to walk with an adult.
- If a child breaks the school values at lunchtime, they will be expected to miss 5 minutes of their playtime and will be supervised; they may need to walk with the lunchtime supervisor, or sit out on the wall or even be sent inside to Mrs Lyall, and possibly face other consequences depending on the incident whereby parents will be informed.

- If a child's behaviour endangers the safety of others, the activity may need to be halted to prevent the child from causing harm to other children or staff, this may involve the child not taking part for the rest of that session.
- Children may require restraint to keep themselves or others safe. (See Physical Intervention Policy for details) Staff act under the duty of care to keep all parties safe from harm. Restraint is not used as a punishment, only to keep all parties safe from harm.
- External agencies to support behaviour such as the Early help team, Mental Health team, Behaviour support services, outreach team and LA access team may also be required to support children and families.
- The most serious sanctions are suspensions or a permanent exclusion. (See information below and separate policy)

### **Bullying**

Bullying is defined as targeted or sustained behaviours over a period of time. We share this with the children using the acronym STOP – **Several Times On Purpose**. Children are taught that bullying is never acceptable. Behaviours are often a way for children to demonstrate feelings or concerns, the behaviours that we see therefore need to be investigated to see where additional support can be implemented to support pupils, with a view to improving the behaviour of the child through a mutually supportive relationship. We may offer pastoral support to the child if necessary to ensure children can make and maintain friendships.

Hodnet School does not tolerate bullying, violence of any kind including any form of sexualised behaviour. If we discover that an act of bullying, violence, sexual behaviour or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that we support children and teach children to speak up so that all children attend school free from fear. (See Safeguarding policy for child on child abuse and Low Level safeguarding policy for additional details.) We work with external partners to support behaviour, welfare and safety including the NSPCC who come into school annually.

### **Restraint**

- All members of staff are aware of the regulations regarding the use of force by teachers. Staff have a duty of care towards all pupils and other staff members. Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children and are a last resort to keep everyone safe (see physical intervention policy for further details).
- The vast majority of members of staff are trained in Positive Handling methods, including the MAPA holds. Staff use them in conjunction with our Positive Handling Policy. Positive handling methods (previously restraint) are used as a last resort and only when safeguarding the child, other children or members of staff. This is known as First Aid for Behaviour Support.

### **Roles in Behaviour management**

<b>The role of the class teacher likely supported by SENCO or behaviour lead.</b>	<b>The role of the Headteacher</b>
<ul style="list-style-type: none"> <li>• It is the responsibility of class teachers to ensure that the school values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.</li> <li>• The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.</li> <li>• The class teacher treats each child fairly, and enforces the classroom expectations consistently in line with equal opportunities for all. The teachers treat all children in their classes with respect and understanding.</li> <li>• If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on our school behaviour logs and electronic system CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• It is the responsibility of the headteacher, under the School Standards and Framework Act, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.</li> <li>• The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.</li> <li>• The headteacher keeps records of all reported serious incidents of poor behaviour on CPOMS These are reported termly to Governors.</li> </ul>

<p>continues, the class teacher may seek help and advice from the other staff and the headteacher.</p> <ul style="list-style-type: none"> <li>• The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.</li> <li>• The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.</li> </ul>	<ul style="list-style-type: none"> <li>• The headteacher has the responsibility to suspend pupils for serious acts of poor behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child in accordance with the statutory guidelines and policy. These actions are taken only after the school governors and LA have been notified.</li> </ul>
<p><b>The role of parents</b></p>	<p><b>The role of Governors</b></p>
<ul style="list-style-type: none"> <li>• The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.</li> <li>• We explain the school values in the school prospectus, and we expect parents to read them and support them.</li> <li>• All parents sign and adhere to the Home School Agreement</li> <li>• We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.</li> <li>• If the school has to use reasonable sanctions as a consequence of poor behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher followed by the school governors if a resolution cannot be found. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.</li> <li>• The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.</li> </ul>

### **Suspensions and Permanent Exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the latest DFE guidance when making such decisions. We refer to this guidance, the 318 Trust and the LA in any decision to exclude a child from school.
- Only the headteacher (or the acting headteacher) has the power to exclude or suspend a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a suspension (previously known as fixed-term exclusion) into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes/suspends a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA, the 318 Trust and the local governing body about any permanent exclusion, and about any suspensions, completing the appropriate paperwork and exclusion/suspension codes.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Monitoring and review**

- The headteacher monitors the effectiveness of these procedures on a regular basis. She also reports to the governing body on the effectiveness of them and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of informal and formal records concerning incidents of poor behaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to her on account of concerning behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give verbal details of any incident to the class teacher.
- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews these procedures document every year in line with the 318 Behaviour Policy. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was adopted by the Local Governing Body in November 2025 and will be reviewed annually or as required in line with updates or changes to Trust guidance or statutory guidance.

Head Teacher Mrs Penny Lyall

Chair of Governors Mrs Clare Godfrey