Whole School Behaviour Procedures

2026 - 27

Behaviour procedures were reviewed by school staff in Spring term 2026 to coincide with the new Trust Relational Behaviour policy 2026 and as part of a consultation period. This document will be reviewed annually, its purpose is to provide specific school level procedural information. This will be an appendices for the Behaviour Policy.

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 – Spring 2027

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 supports the school community in aiming to allow everyone to work together in a relational, 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.
- We aim 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 kind 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 places in the raffle ticket box in the hall for a change to be picked out in the weekly celebration assembly.
- Each week, in celebration assembly we:
    - Nominate at least one child from each class to receive a '**Class Achievement Award'** for their effort and achievements.
    - Nominate a **'Book Worm**' for reading efforts at home or in class.
    - Mrs Lyall chooses at least two '**Headteacher Achievement Awards'**, one per key stage.
    - Nominate a **'Respect Champion'** for showcasing respect, the children will then be in the draw to receive the termly respect trophy.
    - The kitchen staff choose a weekly '**Lunchtime Star Award'.**
    - Read out 'Shout Outs' 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.
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.

Consequences

Actions have consequences, this is key to a successful relational policy and to enable our pupils to become valued future community citizens.

Natural consequences will be enforced, similarly to a previously termed 'sanction' to enforce the school values and ethos, and to ensure a safe and positive learning environment. We employ consequences appropriately to each individual situation based on the seriousness of the incident and if applicable the needs of the child. Staff use their professional judgement, knowledge and expertise when employing consequences in accordance with the agreed sanctions within this document.

		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 consequences 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 – **S**everal **T**imes **O**n **P**urpose.
- 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 also 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).
- Staff hold specific training in positive restraint including Positive Handling methods which include the MAPA holds and Team Teach approaches.

This appendices to the Trust Relational Behaviour policy was adopted by the Local Governing Body in March 2026 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
Behaviour lead Mrs Ceri Williams
Chair of Governors Mrs Clare Godfrey