



# South Hetton Primary School

## Behaviour Policy



Date Reviewed	January 2026
Next Review Date	January 2027

## Introduction

All staff share responsibility for providing a safe learning environment (KCSIE 2025). South Hetton Primary School expects high standards of conduct, promoting positive behaviour and attitudes through mutual respect across the school community. Our ethos and broad curriculum support pupils' personal development and positive contribution to school life. Clear behaviour management systems, including rewards and sanctions, reinforce these values. All staff are expected to follow this policy consistently, working in partnership with parents to support children's best interests.

## Our Behaviour Aims:

The school aims to provide a safe, happy and inclusive environment where all pupils feel valued, meet their needs and experience success. Positive behaviour is encouraged through clear expectations, consistent responses and a range of age-appropriate rewards. Pupils are taught to reflect on their behaviour, develop self-control and understand acceptable standards.

The school's ethos promotes strong teacher–pupil relationships, recognising their importance in supporting all learners, particularly those with challenging behaviour. Effective teaching, differentiation, mutual respect and clear classroom management underpin these relationships.

All staff and pupils have a shared responsibility for behaviour, with consistent expectations and responses applied across the school, allowing for age-appropriate differentiation. Positive partnerships with parents and carers are central to this approach.

## Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools](#)
- [DfE Schools Suspensions and Permanent Exclusions](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation at School](#)
- [Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions in Schools](#)
- It is also based on the [Special Educational Needs and Disability Code of Practice](#).

## In addition, this policy is based on:

- [DfE Guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

## Definitions

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes,
- Non-completion of classwork or homework
- Poor attitude

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault/harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

### **Possession of any prohibited items. These may include (but are not limited to):**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

#### Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

#### Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Educate and Celebrate & No Outsiders

At South Hetton Primary, we believe in creating a whole school culture that is safe and inclusive. We are proud to be a part of 'Educate and Celebrate' and 'No Outsiders', and our school does not tolerate any types of discrimination, which include acts against anyone due to their:

- Disability
- Gender
- Race
- Religion and belief
- Sex
- Sexual orientation
- Pregnancy and Maternity

### Challenging discriminatory behaviour

All discriminatory behaviour will be challenged and incidents recorded on CPOMS. This includes, homophobic, transphobic, racist and misogynistic incidents. Support is provided to both victim and perpetrator and issues are addressed through direct teaching, such as PSHE curriculum.

### Challenging sexual violence and sexual harassment

The school has a zero-tolerance approach to sexual violence and sexual harassment; such behaviour is never acceptable. All incidents are taken seriously and will never be dismissed as banter or normal behaviour. Staff and governors receive regular training in line with KCSIE 2025 to ensure incidents are challenged appropriately. The RSE curriculum addresses discrimination, consent, respectful behaviour and healthy relationships from an early age (see PSHE & RSE documentation). Our Trust's approach to preventing and responding to bullying is outlined in the school's anti-bullying strategy.

### Roles and Responsibilities

The Governing Body is responsible for monitoring the effectiveness of the behaviour policy and holding the Head Teacher to account for its implementation.

**The Head Teacher** is responsible for implementing and annually reviewing a clear and consistent behaviour policy, in line with Trust guidance, and reporting on this to governors. The Head Teacher ensures the school environment promotes positive behaviour, that poor behaviour is managed effectively, and that rewards and sanctions are applied consistently.

**Classroom Staff** are expected to model high standards of behaviour in their interactions with pupils and colleagues. Staff are responsible for implementing the policy consistently, modelling positive behaviour, providing personalised support where needed, recording incidents on CPOMS, and challenging discriminatory behaviour. The senior leadership team will support staff in managing behaviour incidents.

**Parents** are expected to support the pupil code of conduct, inform the school of any changes that may affect behaviour, and raise concerns promptly with the class teacher.

**All pupils** and staff have the right to work in a calm, supportive and purposeful environment and to attend school free from fear of bullying (see Anti-Bullying Policy). Behaviour expectations are shared with pupils at the start of each year through the Class Charter, and pupil representation through Pupil Parliament promotes responsibility, citizenship and positive role modelling.

Where reasonable sanctions are applied, parents are expected to support the school's actions and work in partnership to address any concerns.

Staff promote positive behaviour by speaking calmly and using positive language, maintaining consistent seating and structured groupings, and providing stimulating, well-ordered classrooms. Information about pupils, including SEND needs, is shared with support and supply staff to ensure consistent support. Behaviour concerns and effective strategies are recorded and shared, and high expectations of behaviour are modelled and reinforced consistently across the school.

#### **South Hetton Primary School Rules and Procedures:**

**Our Good to be Green rules were agreed with pupils and are:**

1. I will follow instructions promptly and with respect.
2. I will treat both children and adults with kindness.
3. I will speak respectfully to all adults and other children.
4. I will respect the opinions and beliefs of others.
5. I will be honest, even when I make mistakes.
6. I will always be in the right place at the right time.

In addition to this, individual classes create their own charter at the beginning of each year where they can agree any other rules that they feel are important to their class.

#### **Good to be Green**

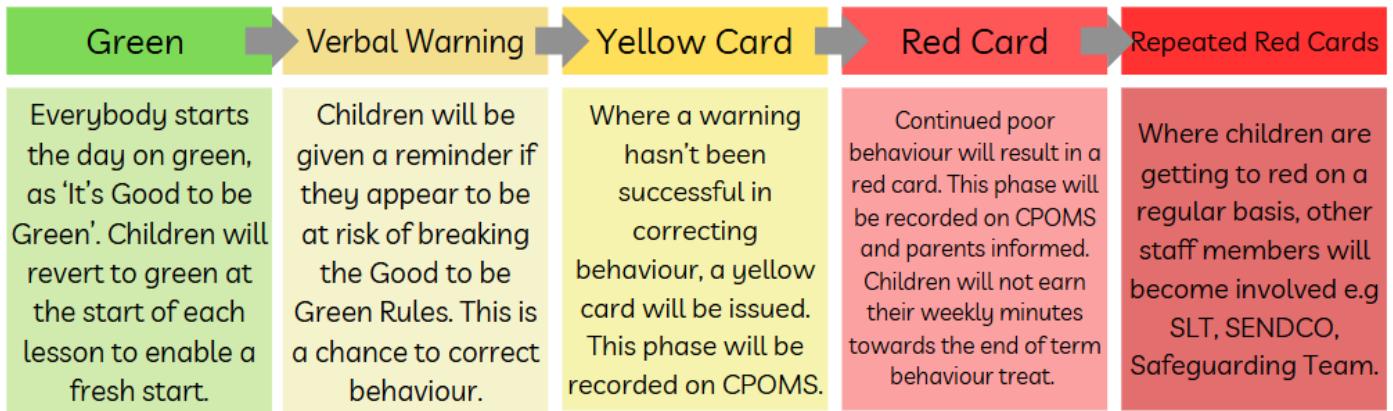
Clear, consistent and positive expectations underpin the promotion of excellent behaviour.

In the Early Years, behaviour is taught in a nurturing and developmentally appropriate way. Staff model positive behaviour and use stories, role play and guided discussion to help children understand emotions, boundaries and the impact of their actions. A visual classroom chart supports children in recognising when they are no longer in the calm (green) zone and prompts reflective conversations, preparing them for the *Good to be Green* system in Year 1.

In KS1 and KS2, all pupils begin each day on green, reinforcing that "it's good to be green." If expectations are not met, pupils receive a verbal reminder, followed by a yellow card which can be redeemed through improved behaviour. Continued poor behaviour results in a red card. Behaviour expectations are shared and reinforced regularly through classroom practice, assemblies, pupil voice opportunities and individual conversations.

<b>In the Classroom:</b>	<b>Around the School:</b>	<b>In the Yard/On the Field:</b>
<ul style="list-style-type: none"><li>• Follow the Good to be Green rules</li><li>• Follow the Class Charter</li></ul>	<ul style="list-style-type: none"><li>• Follow the Good to be Green rules</li><li>• Walk calmly and sensibly through the school</li><li>• Speak in a 'classroom' voice.</li></ul>	<p>The Good to be Green rules mean:</p> <ul style="list-style-type: none"><li>• Staying within allowed areas.</li><li>• Being polite to all members of staff.</li><li>• Keeping hands and feet to ourselves.</li><li>• Speaking politely to other children.</li></ul>

# Good to be Green Procedures



## Rewards

Rewards are a very powerful tool for teachers/adults in school to use to encourage positive behaviour. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

### Attendance

- Verbal praise
- 100% attendance trophy at the end of the year
- 100%, 98%+ and 96%+ half termly attendance certificates
- Weekly Dojo points for personal 100% attendance in that week
- Weekly attendance certificate given in assembly for the class with the highest attendance

### Behaviour

- Verbal praise
- Dojo points/certificates/weekly class prize winner
- Weekly Good to be Green class certificate
- Termly school values awards
- Termly headteacher's choice value awards
- End of year trophies (staff vote)
- Termly behaviour treat (children earn minutes for each week they are 'Green')
- Contact parents (Phone calls/Dojos/postcards)

### Work

- Verbal praise
- Written remarks in books, including stickers and stamps
- Dojo points/certificates/weekly class prize winner
- Star of the week certificate (photos on display)
- End of year trophies (staff vote)
- Times tables Rock Stars certificates
- Raffle tickets for individual home reading (book cabinet)
- Contact parents (Phone calls/Dojo used for communication/postcards)
- Work selected for the celebration tree which is displayed in the main entrance

Pupils have their say on the rewards that they would like to work towards through the Pupil Parliament.

## Sanctions

Sanctions can be particularly effective if they are seen by the peer group and the perpetrator to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' via Classroom Charters and the school rules. In many cases of challenging behaviour there are perpetrators and victims. Teachers should talk to the suspected victim, the suspected perpetrator and any witnesses (if appropriate). If any undesirable behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the perpetrator.

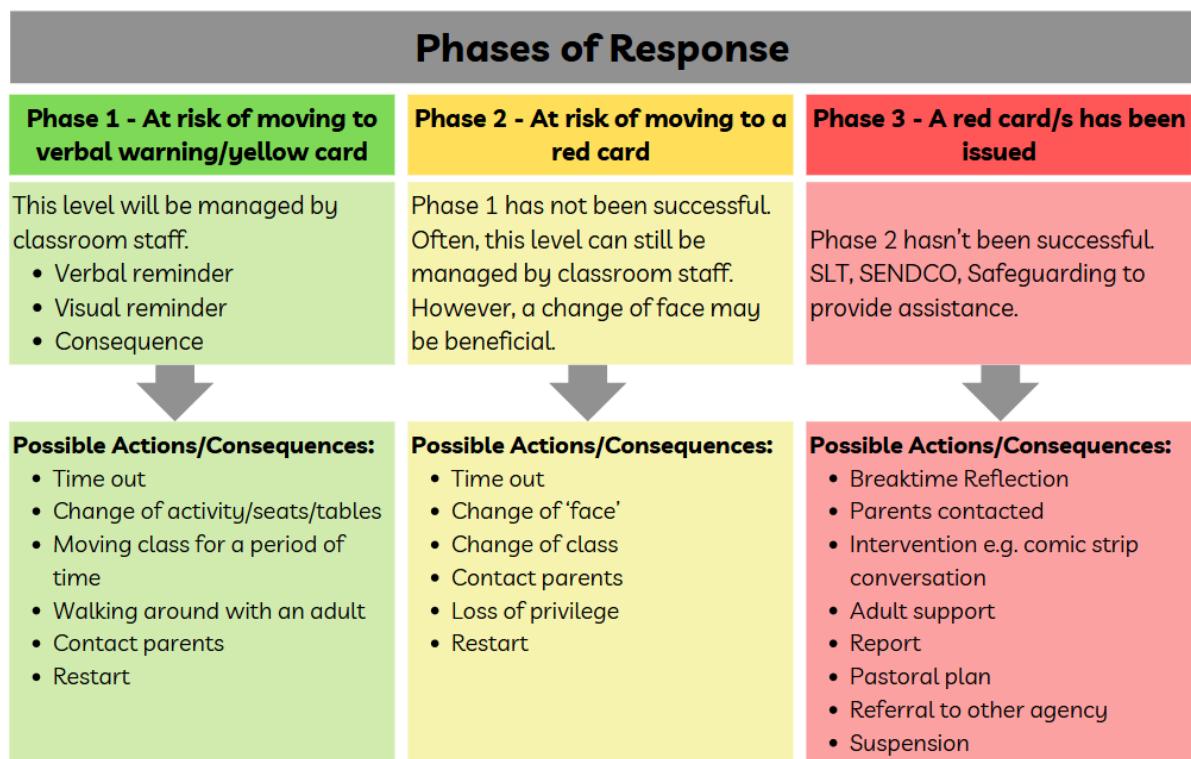
**The school supports victims** by providing an immediate opportunity to discuss the incident with a trusted member of staff and by informing parents or carers so support can continue at home. Ongoing emotional support is offered for as

long as needed following the incident. Where appropriate, arrangements may be made for supervision to and from school, and a restorative apology may be facilitated with the agreement of the victim.

**The school supports and disciplines perpetrators** by discussing incidents to understand the reasons for the behaviour and to promote reflection and learning. This may take place privately or, where appropriate, within a group or restorative context, ensuring decisions are made carefully to protect relationships and self-esteem. Sanctions are designed to be fair, proportionate and effective, encouraging positive behaviour change. They follow a stepped approach, are communicated to parents where appropriate, and provide opportunities for staff and pupils to learn from the incident.

#### Consequences for Poor Behaviour:

If, despite warnings and the use of the Good to be Green system, poor behaviour persists, the child's name is moved to red and a consequence is given. At the start of each teaching session, children's names are moved back to green, and the procedure starts again. Staff can request SLT support at any point if the behaviours displayed are persistent and/or deemed serious.



#### Phase 1

- Give a verbal reminder.
- Give a visual reminder (Movement on Good to be Green Chart - Warning/Yellow Card)

#### At break time or lunchtime, the following actions may be taken:

- Give a verbal reminder.
- Give child 'time out' by having to walk around with a person on duty, for a few minutes.
- Send child back into school to an agreed, supervised area.
- Withdrawal of privileges (e.g. time in the football area)

#### Phase 2

##### Any or all of these actions may be appropriate:

- Move to another seat for the remainder of the lesson.
- Move to another class for the remainder of the lesson.
- Make up work, at break time or lunch time, under direct supervision by the teacher/TA.
- Withdraw privileges (miss a club, a lunchtime play, a break time, loss of time on the football court)
- Seek assistance from additional staff member.

##### At any time:

If the poor behaviour is persistent, and/or causing safety concerns then it should be referred to the Deputy Headteacher or the Headteacher.

### Phase 3 (After referral to the Headteacher or member of the SLT)

Any or all of these actions may be appropriate:

- Opportunity for reflection
- Inform parents/carers.
- Call parents/carers into school.
- Initiate a Behaviour Report.
- Initiate a Pastoral Support Plan.
- Removal from the classroom for a fixed period.
- Suspended from school for a fixed period.
- Permanent exclusion

Whilst our *Good to be Green* rules are non-negotiable and apply to all children at school, we recognise that the context for a rule break can differ considerably in each case. Therefore, although a consequence is always given for breaking a *Good to be Green* rule, the nature of the consequence is arrived at after considering various factors.

The list of consequences/actions below provides a framework of steps which the school uses to respond to poor behaviour.

- Verbal reminder
- Use of *Good to be Green* chart
- Moving class seat
- Play ban
- Restart – Reflection time (younger children will complete this with an adult)
- Removal from classroom (usually to another class to ensure continued education)
- Withdraw privileges (usually lunchtime or after school clubs, or representing the school in sports, loss of time from playground rota e.g. football, sports leader zone)
- Begin a CPOMS account for that child
- Inform parents
- Behaviour Improvement Plan/Behaviour Contract
- Pastoral Support Plan
- Managed Move
- Fixed term suspension (please see *Policy and Guidelines for Exclusion of Pupils* document)
- Permanent exclusion (please see *Policy and Guidelines for Exclusion of Pupils* document)

Short-term strategies such as verbal reminders, reflection time, movement of seating, or brief time-out within the classroom are **not considered removal from the classroom**. These strategies form part of everyday classroom management and support pupils to regulate their behaviour while remaining included in learning.

We always give every child the opportunity to 'get back on track' as quickly as possible – but if this does not happen it becomes necessary to work through these steps quickly.

#### Factors we consider before issuing a consequence

- Severity of the incident
- Historic/recent behaviour of the child
- Age of the child
- If the child has a special educational need
- Mitigating circumstances (e.g. – if the child was provoked)
- The response of the child following the incident of poor behaviour
- Anything else which the child wishes to tell us

These factors do not make poor behaviour acceptable; rather, they provide important context that must be considered when determining appropriate consequences.

#### Suspension & Permanent Exclusion

At South Hetton Primary School there is a shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use suspension as a sanction.

The decision to suspend and/or to permanently exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Please see our *Trust Suspension & Permanent Exclusion Policy* for further information.

### **Behaviour Chronologies (CPOMS)**

Some pupils may find it difficult to consistently meet the school's behaviour expectations. In these cases, a Behaviour Chronology is maintained on CPOMS to record incidents, consequences and actions taken. This enables the school to monitor behaviour across time, identify patterns, support early intervention, promote collective staff responsibility and provide accurate information for external agencies.

### **Violent / Aggressive Behaviour**

If a child behaves violently towards another child or adult and does not respond to de-escalation, positive handling strategies may be used by a Team Teach-trained member of staff. The child will be removed from the situation as soon as possible, and a member of the Senior Leadership Team will be informed immediately. Parents will be contacted without delay, and an action plan will be developed in partnership with them to meet the child's needs. Where appropriate, external agencies such as Social Services or an Educational Psychologist may be involved.

### **Use of reasonable force** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

There are circumstances where it is appropriate for school staff to use reasonable force to safeguard pupils. Reasonable force refers to physical contact used to control or restrain a pupil, using no more force than is necessary. Staff may use reasonable force to prevent a pupil from committing an offence, causing injury to themselves or others, damaging property, significantly disrupting learning, or to maintain good order and discipline.

Head Teachers and authorised staff may also use reasonable force when conducting searches for prohibited items, including weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks or pornographic images, where there is reasonable suspicion that the item may cause harm or be used to commit an offence. Force must not be used to search for other items banned under the school rules.

When considering the use of reasonable force, staff must take account of any known vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. De-escalation strategies are used wherever possible; however, in limited circumstances, physical intervention may be necessary to ensure safety. Only staff trained in Team Teach will intervene physically.

All incidents involving physical intervention will be recorded in line with RPI procedures and Team Teach guidance, and parents will be informed. Where a pupil is identified as being at ongoing risk of requiring physical intervention, parents will be invited to meet with the school to discuss strategies and address any concerns.

### **Searching, screening and confiscation**

School staff may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, in line with other disciplinary measures. The law protects staff from liability for loss or damage to confiscated items, provided they act lawfully. Staff must ensure that confiscation is proportionate and take account of any relevant individual circumstances.

### **Behaviour Reports**

A Behaviour Report may be used where relationships between the pupil, school and parents have broken down. Clear, specific behaviour targets are agreed with the pupil, with rewards linked to progress and success. Pupils are actively involved in setting targets to promote responsibility, self-confidence and self-awareness. Effective communication is essential to ensure all parties have ownership of the report. Behaviour Reports are normally issued routinely following a fixed-term suspension.

### **Behaviour/Emotional Difficulties**

The school recognises that some pupils may experience behavioural difficulties linked to challenges within the family unit or delays in developing social skills. These pupils are supported appropriately to help them meet expected standards of behaviour. Emotional and behavioural difficulties may present in a range of ways, including withdrawal, difficulties with concentration, or disruptive or aggressive behaviour.

Where such difficulties arise, staff seek to identify underlying causes, including health-related factors, and implement strategies to strengthen or rebuild positive teacher-pupil relationships. Staff are trained in the *Zones of Regulation* to support pupils in recognising emotions and developing effective coping strategies.

Additional support, such as *Listening Matters*, may be offered to enable pupils to express concerns and agree appropriate next steps. The school values negotiated approaches that promote mutual respect, responsibility and self-awareness. Where appropriate, rewards may be used to reinforce positive behaviour, and in cases where trust is limited, support may be formalised through a behaviour contract.

Close collaboration with parents and relevant internal and external agencies, including the Attendance Improvement Team, Educational Psychology Service and Social Services, is essential to support effective and sustained behaviour improvement.

#### **Health related causes of Behaviour/Emotional Difficulties**

Some emotional and behavioural difficulties may arise from undiagnosed or diagnosed medical or psychological conditions, such as hearing or visual impairment, epilepsy, asthma, depression or eating disorders. Even when medical conditions are well managed, the condition itself or the side effects of treatment may impact a pupil's emotional wellbeing and behaviour. This can be particularly significant for pupils undergoing treatment for serious illnesses, including childhood cancer, where prolonged absence from mainstream education may occur.

In such cases, close collaboration between the school, parents and relevant health professionals is essential to minimise potential difficulties. The school recognises the importance of ongoing staff training to ensure pupils' medical and emotional needs are understood and appropriately supported.

#### **Outside agencies/other professionals**

The school benefits from a wide range of staff expertise, and many behavioural concerns can be effectively addressed without the need for specialist intervention. However, in some cases, additional support from external agencies, such as the Educational Psychology Service or Crisis Support, may be required. Where appropriate, temporary placements in specialist or enhanced provision may be considered to best meet a pupil's needs.

#### **Differentiated Approach**

For most pupils, the Behaviour Policy and stepped approach are effective. However, some pupils may require additional or alternative strategies to support positive behaviour. In these cases, differentiated approaches may be implemented, such as an adapted *Good to be Green* system with additional steps, access to safe spaces for time-out, or planned sensory breaks and shorter learning periods.

The school will continue to follow government guidance relating to the safety and wellbeing of pupils and staff and will review and update this behaviour policy accordingly.

#### **Training**

All new staff, including ECTs, receive training on the school's behaviour systems as part of their induction and are supported in managing behaviour effectively. Existing staff access refresher training, and patterns of behaviour are reviewed and reflected upon collectively. Where new or challenging behaviours arise, the school proactively seeks additional training and support, including guidance from the SENDCo, Trust colleagues and external agencies, to ensure staff are well equipped to meet pupils' needs.