



BEHAVIOUR POLICY

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1. Statement of Intent

At Hylton Castle Primary School, we aim to create a nurturing school community, where children excel in their achievements and are inspired to continue learning in the future. We want them to develop the characteristics of determination, responsibility, consideration, creativity and ambition along with the confidence and desire to dream, believe and achieve!

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Strategies to encourage positive behaviour, values and attitudes

3.1 Expectations

We have consistent expectations displayed throughout the school.



3.2 Hylton Heroes

The house system operates consistently throughout the school and is designed to promote collaboration and collective achievement amongst children of all ages. It also allows for a healthy measure of good-hearted competition.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

We have 5 houses and each one has its own Hylton Hero character.



Captain Creative, Responsibility Ranger, The Determinator, Colonel Considerate, Ambitious Warrior

The characteristics of the heroes are what we aim to develop in all children to prepare them for learning and to develop as socially responsible individuals. We want children to develop the confidence and characteristics to dream, believe and achieve!

A maximum of 3 house points can be awarded at any one time (apart from Hero of the Week award).

3.3 Heroes in training

At the beginning of every school year, it is expected that teachers will negotiate expectations based on the following areas:

- Pupils' expectations of each other
- Pupil's expectations of their classroom staff
- What children think the teacher can expect of them

These expectations should be displayed in the classroom.

During the first two weeks of each new school year, teachers should also take time to explain and embed expectations including those above and workbook expectations for each subject.

3.4 Show me 5

To gain attention of children, we do not 'shush', clap or shout. We use 'show me 5'.

Say to the children 'show me 5' and they will put up their hand. You count down from the 5 and, after 1, you say hands down (or the children learn to do this naturally). The children should not count out loud with you. Once the children are responding quickly, you may not need to count down.

The 5 fingers represent:

- Look at speaker
- Mouths quiet
- Ears listening
- Hands empty
- Ready to learn



4. Rewards

We want all of our pupils to be the best they can be. Although the majority of children are intrinsically motivated to behave well, good behaviour is always rewarded and praised at Hylton Castle Primary School. We actively look for good behaviour and praise and reward children in a variety of ways, recognising that this raises pupils' sense of self-worth and their place in the school community. We strive to acknowledge all known efforts and achievements of children, both in school and out of school.

Positive behaviour will be rewarded with:

- Praise
- House Points (Tokens/stickers)
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges (eg house captains, school council, monitors)
- Weekly 'Hero of the Week' from each class who receives a certificate and 10 house tokens for their team
- End of year 'Hero Awards'
- 1/2 termly reward for winning house

Positive behaviour rewards can never be removed once awarded.

5. Consequences

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions and consequences. When applying consequences, it is an opportunity to remind children of expectations and routines, reset boundaries and model what is meant by appropriate behaviour. Where appropriate, adults will use the following behaviour flowchart:

1. Drive by – this is a gentle reminder of expectations
2. Reminder – A direct reminder of expected behaviour
3. Caution – A caution to either follow an instruction or time out to discuss behaviour
4. Dialogue - Conversation with adult about expected behaviour
5. Time out – Time out in another year group (preferred next year group up if possible, Y6 teacher to select based on child/reason/availability)
6. After school detention (see below)

Sanctions must **NOT** include:

- Shouting
- Humiliation
- Sarcasm
- Being forced physically to comply with requests (instead, staff should send to/for another member of staff if the child refuses to cooperate)

5.1 Detentions

Detentions will last for 30 minutes. Ideally detentions should be given on that same day; this allows pupils to have a fresh start in school the following day. The adult giving an after-school detention should contact the school office ASAP asking them to inform parents/carers. If this is not possible (eg parents unavailable/too late in the school day), the detention should take place the following evening.

For after school detentions, children should be collected at 3.45pm from the main entrance.

Once children have been given the detention, they will be given the opportunity to earn time during the detention to do a more positive activity. The idea behind being able to earn back some time, is that they still have a reason to improve/change their behaviour for the rest of the day. It will also give the opportunity for children to complete a positive activity before leaving school, ending the day 'on a high' if you like.

The first 15 minutes of the detention will always be spent doing a task that addresses the reason why the child is in detention in the first place. For example, if a child has refused to complete their work, they will do it at this time; if a child has hurt someone, they will reflect on the incident using restorative justice principles (appendix 2). If the child has not earned back any of the remaining 15 minutes, this task will possibly continue, or an additional task, directed by the teacher, may be given.

Children will automatically receive an after-school detention for:

- Any form of physical violence (fighting, kicking, hitting, pushing)
- Stealing
- Continued defiance and/or refusal to follow requests
- Racist, sexist, homophobic language, derogatory or discriminatory language/behaviour
- Swearing
- Intentionally damaging equipment, furniture, building

The notice of a detention is not to gain permission. Parents do not have the right to refuse an after-school detention. If there is any concern that a parent might refuse a detention, teachers must let the headteacher or deputy headteacher know.

7. Support for Pupils with Behaviour Difficulties

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7. Incident reporting

Which incidents should be recorded on CPOMS?

- Any incidents involving vulnerable children (eg those on child protection, SEND, bullying)
- Detentions
- Repetitive incidents/behaviours
- Incidents that are out of character
- Changes in behaviour
- Incidents that have had a complaint from an adult
- Incidents that have taken a significant period of time and/or a senior member of staff to deal with

8. Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated.

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any pupil who is suspected of having prohibited items may have their property confiscated, retained or disposed of. Senior Leaders can search children without their consent if there are reasonable grounds for suspecting that a learner is in possession of a prohibited or banned item.

The search may be of the learner's clothing, footwear or bags. Wherever possible, the search should take place in private, witnessed by another member of staff and in the child's presence. The member of staff carrying out the search should be the same sex as the learner being searched (where possible).

On an out of school activity, the Group Leader is authorised to search children at that location. The extent of the search includes a 'personal search' which requires the child to remove any outer clothing (hats, gloves, coats, sweatshirts, boots, shoes, hooded tops but not clothes worn next to the skin). Force will not be used.

The police must always be called if an 'intimate search' is required as they have legal powers. They should also be called if there are concerns that the child may become aggressive.

Any prohibited items should be dealt with as appropriate to the circumstances. Knives, weapons, illegal drugs and stolen items will be locked away by the Headteacher and handed to the Police.

Although there is no legal requirement to inform the parent /carer of a search, the school will inform parents/carers when a prohibited item has been found. A banned item that has not been disposed of or handed to Police, such as an inappropriately used mobile phone, will need to be collected by the parent/carers.

Other banned food items will be confiscated and disposed of.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9. Training

New staff or teacher trainees on placement receive a copy of the policy and support from the identified mentor.

Behaviour management will also form part of continuing professional development. Individual support by Nurture Manager, Phase Leader or Headteacher for any needs identified in monitoring or as requested.

A staff training log is held by the school business manager.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions/Exclusions Policy
- Safeguarding Policy
- Positive Handling Policy
- SEND Policy
- Anti-bullying Policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Staff understand that behaviour is a means of communication

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Restorative Justice	
1. What happened?	
2. What were you thinking about at the time?	
3. What have your thoughts been since the incident?	
4. Who do you think has been affected by your actions? In what way were they affected?	
5. What do you need to do now to make things right?	

Signed (child):.....

Date:.....

Adult facilitating:.....