



Behaviour Policy

September 2026

At Hummersea Primary School, we believe that creating a safe, respectful, and positive learning environment is essential for all students to thrive and reach their full potential. Our Behaviour Policy aims to promote a culture of mutual respect, responsibility, and kindness, both inside and outside the classroom.

We are committed to supporting the personal development and well-being of every child, helping them develop the skills they need to contribute positively to our school community and the wider society. Positive behaviour is a fundamental part of our ethos, and we believe that it fosters an atmosphere where students can engage in their learning with confidence, enthusiasm, and a sense of belonging.

Our policy provides clear guidelines for promoting positive behaviour and addressing any behavioural issues that may arise. We aim to work closely with parents and carers to ensure that expectations are clear and that children are supported in making positive choices. We believe that all children can learn from their mistakes and that behaviour should always be managed in a fair, consistent, and supportive way.

By fostering respect for others, encouraging self-discipline, and promoting personal responsibility, we aim to ensure that every child at Hummersea Primary School develops the social and emotional skills necessary to succeed both in school and in life.

Core Values and Hummersea Behaviour Principles

At Hummersea Primary School, our values are at the heart of everything we do, guiding both our teaching and learning as well as our expectations for behaviour.

**Be aspirational, Be enthusiastic, Be resilient,
Be determined, Be curious, Be proud**

Our values link to three key behaviour principles that guide how we interact with each other and approach our learning:

Ready, Responsible, Respectful

1. Ready

Being **Ready** means being prepared for learning and showing an eagerness to participate. This includes:

- **Arriving on time** and having all necessary equipment for lessons.
- **Listening attentively** to instructions and being focused on tasks.
- **Being open to learning** and trying your best, even when things are challenging.

Examples of being Ready:

- Sitting quietly when the teacher is speaking.
- Having your resources ready for learning or be able to access them independently.
- Putting your hand up to ask or answer questions.

2. Responsible

Being **Responsible** means taking ownership of your actions, learning, and behaviour. This includes:

- **Taking care of your belongings** and the school environment.
- **Completing tasks and assignments on time** to the best of your ability.
- **Making good choices** and considering the consequences of your actions.
- **Being honest** and owning up to mistakes.

Examples of being Responsible:

- Keeping your desk tidy and looking after school equipment.
- Returning books or resources to the correct place after use.
- Following the class rules and taking responsibility for your actions.

At Hummersea, we also show responsibility for safety by:

1. In the Classroom:

- **Following Instructions:** Listening carefully and following teacher instructions to ensure everyone's safety during activities, especially when using equipment or moving around the classroom.
- **Staying in Your Seat (when asked):** Keeping yourself and others safe by remaining in your seat or designated space when instructed, avoiding distractions, and preventing accidents.
- **Using Equipment Safely:** Handling classroom materials, such as scissors, glue, or computers, carefully and responsibly.
- **Being Aware of Your Space:** Respecting your own space and the space of others, ensuring no one is hurt or distracted by your movements.

2. In corridors:

- **Walking, Not Running:** Moving around school calmly and safely, walking in the corridors and stairways to avoid bumping into others or causing accidents.

- **Being Mindful of Others:** Giving people enough space when passing them, and waiting patiently in line.
- **Respecting School Property:** Taking care not to damage school walls, doors, or displays when moving through the school.

3. In the Playground:

- **Playing Safely:** Engaging in activities that are appropriate for the playground. This includes playing games that involve no pushing, shoving, or rough behaviour.
- **Staying within Boundaries:** Always staying within the designated play areas, and not running or climbing in unsafe places
- **Using Play Equipment Properly:** Making sure to use playground equipment in the way it was intended to be used (e.g., slides, swings, and climbing frames).
- **Reporting Hazards:** Letting a teacher or adult know if there are any hazards or safety issues on the playground, such as broken equipment or wet spots that could cause slipping.

4. During Trips or Residentials:

- **Following Adult Instructions:** Listening carefully to all safety rules given before and during school trips. This includes instructions on how to behave when crossing roads, what to do in public spaces, and how to stay with the group.
- **Looking After Personal Belongings:** Ensuring that your personal items (bags, lunchboxes, coats) are kept safe and that you don't leave them unattended during trips.
- **Keeping Close to the Group:** Staying with your teacher or group at all times and checking in with them if you are unsure of where to go or what to do.

5. Online Safety:

- **Being Responsible Online:** Following the school's online safety rules, such as keeping personal information private and only communicating with trusted people.
- **Reporting Concerns:** If you come across anything online that makes you feel uncomfortable or unsafe, tell a trusted adult at school or at home straight away.

- **Using Technology Responsibly:** Ensuring that your use of technology (computers, tablets, phones) is respectful and appropriate, both in school and at home.

Why Is Being Responsible for Safety Important?

When we take responsibility for being safe, we not only protect ourselves but also those around us. By keeping the school safe, we create an environment where everyone can learn, grow, and enjoy their time at school. This includes respecting each other's personal space, following safety rules, and caring for school property.

3. Respectful

Being **Respectful** means treating others with kindness and consideration, and valuing their opinions and feelings. This includes:

- **Listening to others** without interrupting.
- **Being polite** and using kind words and actions.
- **Respecting everyone's differences** and treating everyone equally, regardless of their background or opinions.
- **Showing empathy** and understanding when others are upset or in need of support.

Examples of being Respectful:

- Saying "please" and "thank you" to peers and adults.
- Allowing others to speak without interrupting.
- Helping others when they are struggling or need assistance.

At Hummersea Primary, we encourage students to reflect on how they can demonstrate these behaviours throughout the day. Whether in class, on the playground, or in the wider school community, we expect all students to be **Ready, Responsible, and Respectful** at all times.

When pupils demonstrate these expectations, they contribute to a positive and inclusive school environment where everyone can learn, grow and feel valued. By reinforcing these principles, we are preparing our children to be confident, respectful citizens in the wider world.

Staff Responsibilities

- Our approach to managing behaviour in school is positive, consistent and fair.
- It is positive in that it is underpinned by the pupils' self-discipline and based on praise and reward.
- It is consistent in that we all, as a staff, understand the necessity for mutual support and uniformity of approach, and is linked to our behaviour principles.
- It is fair in that we manage behaviour without prejudice and is seen to be fair by the children.
- There is collective responsibility for behaviour management within the school. Effective leadership from the Head teacher and senior staff is essential. Standards are agreed and consistently applied.
- Good relationships between staff (teaching and non-teaching) and children are crucial in establishing and maintaining consistently high standards of behaviour. Our care of children is based on kindness, respect and understanding of their needs.
- There is good communication between staff about individual behaviour problems and there are agreed procedures within school for dealing with behaviour problems. All staff are aware of these procedures and make use of them as appropriate. Support agencies are used effectively.

Staff should give guidance and support to children by:

- Establishing expected standards of behaviour, speech and dress.
- Leading by example. Modelling the standards of courtesy that they expect from pupils. Co-operating and supporting each other and generally fostering an atmosphere of courtesy and consideration.
- Making the rules for classroom behaviour clear to the pupils and explaining why they are necessary.
- Reinforcing good behaviour using rewards and privileges.
- Being fair and consistent with praise and sanctions.
- Encouraging children to take increasing responsibility for their own behaviour.
- Giving children strategies for resolving difficult situations.
- Not labelling children i.e., the behaviour is bad, not the child and modelling the idea of the child being responsible for making good choices.
- Being approachable and friendly.
- Reacting to children's concerns consistently and positively.
- Ensuring the health and safety of all concerned at all times.

Children's Responsibilities

Ready, Responsible, Respectful

*Be aspirational • Be enthusiastic • Be resilient • Be determined • Be curious •
Be proud*

✓ Be Ready

- Come to school on time, with everything you need.
- Listen carefully and follow instructions straight away.
- Try your best, even when it feels tricky.
- Join in and show you're ready to learn.

Examples:

- ✓ Sit quietly and listen.
- ✓ Have your pencil and books ready.
- ✓ Put your hand up to speak.

✓ Be Responsible

- Look after your things and school equipment.
- Do your work on time and try your hardest.
- Own up to mistakes and make good choices.
- Help keep yourself and others safe.

Examples:

- ✓ Keep your space tidy.
- ✓ Use equipment safely.
- ✓ Walk sensibly in school.
- ✓ Be safe and kind online.

✓ Be Respectful

- Use kind words and actions.
- Listen when others are speaking.
- Be fair and include everyone.
- Help others when they need it.

Examples:

- ✓ Say please and thank you.
- ✓ Wait your turn to talk.
- ✓ Be a good friend.

When we follow these responsibilities, we help make Hummersea a happy, safe, and exciting place to learn and grow! 🌈

Hummersea Teaching and Learning

We recognise that the quality of the curriculum we offer and the effectiveness of our teaching and classroom management is a significant determinant of

pupils' behaviour. Lessons are planned to keep pupils interested and minimise the opportunities for disruption. Attention is given to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, modelling the behaviours we want to see and creating a positive classroom atmosphere.

Rewards

Our policy is to encourage positive behaviour choices rather than to place the emphasis on bad behaviour. Staff highlight (often to the whole school) all aspects worthy of praise, both academically and behaviourally. A wide range of positive strategies are used to encourage the children to behave well.

- Positive praise and recognition of effort.
- Hummersea Class Dojo Points will be used as a reward for good behaviour and academic achievement. These can be collected and swapped for prizes.
- Notes home to celebrate with parents/carers
- A 'Star of the Week' will be given in each class for children who have been living out our school values including through positive behaviour choices and academic achievement.
- Head Teacher Award – Consistently Over & Above

Sanctions

In school, when dealing with unacceptable behaviour choices, school staff follow our Behaviour Steps System. The aim of the steps is to re-focus and re-engage the child with as little disruption to learning as possible.

Steps:	Actions:
Learners are held responsible for their behaviour. Staff will deal with behaviour by using the steps for dealing with poor conduct.	
Step 1 - Reminder	Talk to the child I noticed that you chose to (Behaviour). This is a reminder that you need to follow our rules. You now have a chance to make a better choice. Thank you for listening. Walk away and do not engage in any responses.
Step 2 – Warning: 2 minutes of missed playtime	I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson about your behaviour. Walk away and do not engage in any responses.
Step 3 - Time out: 5 minutes in class.	I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour), I will come and speak to you about your behaviour at the end of the lesson. Walk away and do not engage in any responses.
Step 4 - Time Out – Rest of session in link classroom	I have noticed that you have chosen to (Behaviour). You need to have a time out away in another class. Instruct the child where the timeout will take place and with who, provide work for the child to complete. I will come to speak with you later. Time out of the class will be completed in the link classroom.
Step 5 – Behaviour referred to SLT	I have noticed that you have chosen to (Behaviour). I will now need to ask a member of SLT to speak to you. Time out of class will be completed with a member of SLT and/or asked to complete a reflection sheet during lunchtime.
Red Card Behaviours	Straight to Step 5 & 6, with an additional restorative conversation with SLT. Phone call or conversation with parents/carers. SLT to decide next steps.
Persistent poor behaviour may lead to an in-school internal exclusion or a fixed term suspension. In severe cases, a permanent exclusion will occur.	

Suspensions and Permanent Exclusions

At Hummersea Primary, we are committed to providing a safe, respectful, and inclusive environment for all pupils. The use of suspensions and permanent exclusions is a last resort, employed only when necessary to maintain a safe and orderly environment that supports the education and wellbeing of all pupils.

Fixed Period Suspensions

A **Fixed Period Suspension (FPS)** may be issued for serious breaches of the school's Behaviour Policy. The Headteacher may suspend a pupil for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

Circumstances where a suspension may be considered include (but are not limited to):

- Persistent disruptive behaviour despite interventions
- Verbal abuse or threatening behaviour towards pupils or staff
- Physical assault
- Bullying (including cyberbullying)
- Racist, homophobic, or discriminatory incidents
- Deliberate damage to school property

Key considerations:

- The decision to suspend a pupil is taken only by the Headteacher and is proportionate to the incident.
- Parents/carers will be informed in writing of the reason and duration of the suspension and their right to make representations to the governing board.
- Work will be provided for the pupil during the period of suspension.
- A reintegration meeting will be held with the pupil and parents/carers before the pupil returns to school.

Permanent Exclusions

A **Permanent Exclusion** will only be used in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Examples of behaviour that may lead to permanent exclusion include:

- Serious violence or assault
- Supplying or using illegal drugs on school premises
- Possession of a weapon
- Persistent disruptive behaviour that has not improved despite targeted interventions

Process and Safeguards:

- The decision to permanently exclude is taken by the Headteacher, only after a thorough investigation.
- The school will notify parents/carers, the local authority, and governing board without delay.
- Parents have the right to make representations to the governing board and request an independent review panel (IRP).
- The school will work with local services and other educational settings to ensure support is in place during and after the exclusion process, including access to alternative provision where appropriate.

Preventative Measures and Support

Our school is proactive in addressing behaviour concerns through early intervention and pastoral support. Measures include:

- Behaviour support plans
- Access to SEN support and/or external agencies
- Regular communication with parents and carers
- Restorative approaches and conflict resolution

We aim to keep all pupils in education wherever possible and work collaboratively with families and outside agencies to avoid exclusions.

Outside Agencies

Continued unacceptable behaviour may need referring to one of the outside agencies used by the school. The behaviour should however be carefully monitored within school first. The following agencies may be able to help in certain cases;

- Inclusion Team and Learning Support Service.
- Educational Psychological Service.
- Social Services.

Special Educational Needs

If a referral is thought necessary, it should be discussed with the Head teacher and SENCO. When behaviour is significantly affecting a child's learning or social interaction, the child should be placed on the SEN register.

Outside agencies work directly with individual children, with groups of children or whole classes and give advice and support to staff and parents. They also undertake in-service work with staff.

Where behaviour is challenging, a behaviour risk assessment plan may be created to identify any potential anxieties/triggers and subsequent actions school can follow in order to deescalate and meet the child's needs. This is often carried out in collaboration with the child, parent/carer, class teacher and SENCO to create a working document which aims to support the child.

Communication with Parents

Parents should be informed about what the school expects in terms of behaviour and what will happen when that behaviour falls below an acceptable level. In discipline matters, a relationship of mutual support, trust and respect should exist between home and school. In asking for parental support, it is an important part of our role to keep parents regularly informed and involved. Parents need to be informed about the steps that have already been taken, the action plan for the future and exactly how they as parents can best support their child.

Parents may be referred to the external agencies such as Early Help or Daisy Chain for support.

Bullying

Bullying is a deliberate and premeditated attempt to hurt, threaten or frighten someone. It may take the form of physical, verbal or mental abuse. It can be overt or subtle intimidation. It may take the form of excluding an individual from a group which can also be a very hurtful experience.

All bullying is aggression, either physical, verbal or psychological. Bullying in the form of emotional or psychological aggression is less visible to us as teachers, but very painful to the victims.

All incidents of bullying are taken very seriously at Hummersea Primary School. Tackling it is one part of making the school a happy place for everyone. Silence and secrecy nurture bullying, so we try to foster openness in our school. The children need to know that they can trust us in our actions against the problem. Children and parents are actively encouraged to report any bullying behaviour to the child's class teacher or the Head teacher. A common theme in assemblies is the importance of showing respect towards others. In other words, it is our policy to prevent bullying.

We try to be watchful, and observe the social relationships between our pupils, so that we know what is happening in our school. We will attempt to contextualise all situations before taking steps to address bullying. However, some forms of bullying can be difficult to detect and we can only deal with what we know about.

It often takes a lot of courage for a child to speak out against a bully. Children and parents must have confidence in the school's approach to bullying. Therefore, it is extremely important that all reports of bullying are thoroughly investigated and that action is taken if necessary.

Bullying may be dealt with in a number of ways:

- The bully may be urged to accept responsibility for his/her actions and the consequences. Saying 'I was only playing' or 'it was just a bit of fun' is often a bully's way of rationalising their behaviour. He/she must be made aware of the pain and suffering caused.

- Children who have difficulty controlling their aggressive behaviour should be given strategies for dealing with it e.g., to be made aware of a place where they are allowed to withdraw to help them be calm.
- Vulnerable children may be taught strategies to deal with bullying situations, particularly name calling and taunting.
- The bully and the victim may be brought together to discuss the incident, any reasons behind it and ways to improve the situation. This may simply be an agreement that the bully will leave the victim alone. We cannot insist that the victim and the bully become friends, just that they live and work peacefully alongside each other.
- The victim may prefer that the problem be tackled anonymously. The problem can be explained to the class group without naming names or attaching any blame. Group members can suggest ways in which the victim can be made to feel happier. This will need monitoring to see how things are going for the victim and the bully.
- If a child is involved in persistent acts of bullying or particularly aggressive behaviour, his/her parents must be informed about the nature of the incident, the action that has been taken, and the reason for doing so and what they, as parents, can do to reinforce and support the action that has been taken. A risk assessment will be put in place so that the victim, perpetrator and their parents/carers understand what measures have been put in place and agree that they will be followed.
- Continued episodes of bullying may result in suspension or other actions including permanent exclusion if appropriate.

Use of Reasonable Force and Other Restrictive Interventions

At Hummersea Primary School, the safety, dignity and wellbeing of pupils and staff are central to our approach. The school follows the Department for Education guidance “Restrictive interventions, including use of reasonable force, in schools” (April 2026). We seek to minimise the need for restrictive interventions through positive relationships, early support, reasonable adjustments, prevention and de-escalation.

Reasonable force means using no more force than is necessary, for the least amount of time needed. All members of school staff have the legal power to use reasonable force in limited circumstances. Staff who are likely to need to use reasonable force or other restrictive interventions will receive appropriate training in safe and lawful practice, prevention and de-escalation.

Reasonable force may be used where necessary to prevent or stop a pupil from:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or

- causing disorder among pupils at school.

Any intervention must be necessary and proportionate. Staff should consider whether a safer, less restrictive approach is available and should use the least restrictive intervention for the shortest time required. Staff will consider the pupil's age and size, medical needs, SEND, communication needs, previous trauma or other vulnerabilities, equality duties and the likely impact on the pupil's welfare and dignity. Where possible, staff will calmly explain what is happening and what the pupil needs to do.

Appropriate everyday physical contact - for example first aid, guiding a pupil, comforting a distressed pupil or demonstrating a technique in PE - is not automatically a restrictive intervention. Staff will use professional judgement and take account of safeguarding, the pupil's needs and whether non-contact alternatives are appropriate.

Pupils with SEND and individual plans

Where a pupil is more likely to become distressed or require physical intervention, staff will seek to understand triggers and use proactive strategies. Where appropriate, behaviour support plans and risk assessments will be developed with the pupil, parents/carers and relevant professionals, including reasonable adjustments, communication strategies and agreed prevention and de-escalation approaches. Plans will be reviewed regularly and after any significant incident.

Seclusion

Seclusion is not a disciplinary sanction. It may only be used as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. Any space used must be safe, the pupil must be supervised throughout, and the pupil must be allowed to leave as soon as the immediate risk of harm has reduced.

The school will seek to minimise the need for seclusion through prevention, de-escalation, reasonable adjustments and individual support, particularly for pupils with SEND or other vulnerabilities. Any use of seclusion will be recorded and reported to parents/carers in accordance with statutory requirements.

Recording, reporting and post-incident support

Each significant incident in which a member of staff uses force on a pupil will be recorded in writing as soon as practicable after the event, with staff aiming to complete the record on the same day. The record will include the people involved, relevant pupil needs, the time, place and duration, what led to the incident, known triggers, prevention or de-escalation strategies used, why the intervention was necessary, the type and degree of force used, any injuries and any post-incident support.

Parents/carers will be informed in writing of each significant use of force as soon as practicable, with the school aiming to do so on the same day. Where informing a parent is likely to result in serious harm to the pupil, the school will follow the safeguarding route required by the guidance, including reporting to another appropriate parent or, where necessary, the relevant local authority. Seclusion and non-force restraint will also be recorded and reported in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Following an incident, the school will consider whether medical assessment or treatment is needed, offer appropriate support to the pupil and staff involved, and hold proportionate follow-up or debrief conversations to understand what happened, repair relationships and reduce the likelihood of recurrence. Relevant plans and risk assessments will be updated where necessary.

Leaders and governors will review restrictive-intervention data to identify patterns, repeat triggers, training needs and any disproportionate use affecting pupils with SEND, protected characteristics or other vulnerabilities.

Review

A condensed version of this policy is available in our Hummersea Behaviour Blueprint which outlines our high expectations for behaviour across school (See Appendix 1).

This policy will be reviewed annually, and sooner where legislation or statutory guidance changes.

Key Documentation

This policy should be read alongside relevant legislation and Department for Education guidance, including:

- Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026).
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022, updated 2024).
- Keeping Children Safe in Education (KCSIE) 2026.
- SEND Code of Practice: 0 to 25 years (2015).
- Equality Act 2010: Advice for Schools.



Hummersea Primary School Behaviour Blueprint



The Hummersea Way	Adult Behaviour	Over & Above
Ready Responsible Respectful	- Positive relationships - Calm, consistent and fair - Making the rules clear - Give first attention to best conduct - High expectations - Recognise Over & Above Behaviour - Relentlessly bothered	- Praise - Note home - Hummersea Dojo Points - Recognition board - Star of the Week - Head Teacher Award - Consistently Over & Above
Characteristics of Learning and Behaviour at Hummersea Aspirational, Resilience, Enthusiasm, Determined, Curious, Proud		
Stepped Sanctions (In Private)	Microscript	Restorative Questions
Step 1 - Reminder	I noticed that you chose to (Behaviour). This is a reminder that you need to follow our rules. You now have a chance to make a better choice. Thank you for listening. Walk away and do not engage in any responses.	1. What has happened?
Step 2 - Warning: 2 minutes of missed playtime	I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson about your behaviour and have lost 2 minutes of your playtime. Walk away and do not engage in any responses.	2. What were you feeling at the time?
Step 3 - Time out: 5 minutes in class.	I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour), I will come and speak to you about your behaviour at the end of the lesson. Walk away and do not engage in any responses.	3. <u>Who has been affected by the actions?</u>
Step 4 - Time Out - Rest of session in link classroom	I have noticed that you have chosen to (Behaviour). You need to have a time out away in another class. Instruct the child where the timeout will take place and with who, provide work for the child to complete.	4. What needs to be done to make things right?
Step 5 - Behaviour referred to SLT	I have noticed that you have chosen to (Behaviour). I will now need to ask a member of SLT to speak to you. Time out of class will be completed with a member of SLT and/or asked to complete a reflection sheet during lunchtime.	5. <u>How can we do things differently in the future?</u>
		The number of questions to be used MUST depend on

Step 6 - Red Card Behaviours	Straight to Step 5 & 6, with an additional restorative conversation with SLT. Phone call or conversation with parents/carers. SLT to decide next steps.	the age of the child. Those underlined should be used with younger children or those needing limited language.
Red Card Behaviour Examples	Physical Violence, swearing, racism, homophobia, bullying, threatening behaviour.	