



**HILLSTONE PRIMARY  
SCHOOL  
BEHAVIOUR POLICY BOOKLET**

**Hillstone Primary School**  
**Behaviour Policy Booklet 2025-2026**

At Hillstone Primary School, we believe that **engagement in learning promotes good behaviour**.  
 We manage behaviour positively by:

- Praising the behaviours we want to see
- Teaching appropriate behaviour through positive guidance
- Reprimanding privately and praising publicly
- Giving pupils time to correct their behaviour
- Staff and parents acting as positive role models

**Rewards System**

House Points <i>(Team)</i>	Dojos <i>(Personal)</i>	Hillstone Hearts <i>(Whole Class)</i>
Given by teachers. Winners rewarded at end of term.	Given by all staff. Certificates awarded.	Given by senior staff. Rewards every 50 hearts.
House/Team competitions and events	Being Ready, Respectful and Safe	Moving around school calmly
	Kindness	Engaging in lessons
	Being friendly	Settling quickly to work
	Sharing	Sitting well in assemblies
	Making things right	Keeping a classroom tidy
	Correct learning behaviours	Lining up calmly
	Achievement and Effort	Respecting outside environment
	Progress	Class attendance
	Improvement in spirit	Class punctuality
	Each class sets their own 'skills' too	Correct uniform/PE Kits

### The Staged Approach

	Behaviour Examples	Staff Actions	Sanctions	Behaviour Lead SLT Actions
<b>Stage 1</b>	Low level disruption Swinging on chair Calling out Off task Ignoring instructions Pushing in line Answering back Mild Verbal abuse Game Disruption Damage to property Lying	Stay calm and curious Positive Redirection Peer Praise Change Tact De-escalation Reminder of rules Praise positive behaviour  Adjust/prevent/evaluate Research Behaviour 360  Restorative Conversation	1.Clear verbal caution privately wherever possible.  2.Explain consequences. Repeat if needed.  3.Time out in class (Calm down area)	Supportive audit of behaviour management strategies with Behaviour Lead
<b>Stage 2</b>	Repeated or extreme Stage 1 behaviour or: Disrupting others' learning despite Stage 1 responses Inappropriate or hurtful comments Refusal to comply despite requests. Harmful/Offensive name calling. Continuous rough play Repeated unkind play Targeted behaviour to the same child	Continue curiosity Give sanction.  Give sanction. Receiving teacher/SLT will not discuss reason for removal with child.  Communicate with parents' current behaviours. (CPOMS)  Report when 3 or more instances occur to Phase Leader and Behaviour Lead.  Restorative Conversation  Start ABC Chart after 3 timeouts. Notify PL/BL	1.Missed Playtime (5 mins) With class teacher/identified adult.  2.Time out in another class with work. (15 minutes max)  Issue a <b>RED</b> for time out of class. (SP)	Review strategies with Phase Leader who will meet with child  Phase Lead to contact parents of X3 Stage 2 behaviours/3 REDs (CPOMS)  Behaviour Lead to monitor REDs and ABC Chart to support teacher with any adjustments.
<b>Stage 3</b>	Repeated Stage 2 behaviour or: Repeated swearing Challenging authority Throwing/Harming with intent (first aid required) Continuous defiance Stealing Offensive remarks to others Leaving or attempting to leave a classroom, the school building or premises Fighting Bullying (No outsiders) Bullying after intervention from Staying Safe Team	Send to SLT  Use of "Helping Hand" when staff or pupils are not safe.  Complete Behaviour Checklist for an IBP when a child reaches <b>6 REDS</b> within a term.  When IBP created: Start <b>Visual C</b> chart KS1/Behaviour Report Card KS2 Restorative Conversation	Issue a <b>RED</b> . (SP)  Loss of playtimes as agreed with child.  Internal Exclusion  Miss a lunchtime	SLT Lunchtime Rota  Behaviour Lead create IBP by consultation with class teacher, pupil and parent.

	Behaviour Examples	Staff Actions	Sanctions	Behaviour Lead SLT Actions
<b>Stage 4</b>	Repeated Stage 3 behaviour Repeated bullying Repeated fighting Repeated challenging authority	Class teacher to investigate.  Continue Visual Chart KS1/ Report Card KS2	Loss of playtime/lunch time  Issue a <b>RED</b> (SP)  Possible part-time timetable  Fixed period of internal exclusion or external suspension	With Senior leader  Phase leader to investigate  COBS Referral  Pupil/Parent meeting with Headteacher (Visual Chart KS1/Report Card KS2)
<b>Stage 5</b>	Repeated Stage 4 behaviour Repeated verbal or physical abuse to an adult or pupil	Monitor behaviour  Continue Visual Chart KS1/ Report Card KS2  Share information with parents about the possibility of a managed move	Issue a RED (SP)  Suspension for fixed period	Adjust IBP Monitored behaviour by SLT, Behaviour Lead and Headteacher (Visual Chart/Report Card)  Parents informed about Stage 6
<b>Stage 6</b>	Repeated Stage 5 behaviours			Trustees alerted to possible permanent exclusion.  Managed move  Permanent exclusion

### Restorative Conversation:

#### 1. The Facts    2. The Consequences    3. The Future

Question	Reasoning	Theory and Tips
1. What went wrong?	Each person explains in their own words without interruption or judgement.	Held between two children or an adult and a child.
2. What were you thinking or feeling at the time?	Gives time to connect thoughts, feelings and behaviours.	Held when everyone is calm.
3. Who was hurt or harmed?	Links cause and effect. Heightens awareness of the wider implications of their behaviour.	Within a reasonable time of the conflict.
4. What rule was broken?	Helps to realise the wider impact of their behaviour on others even when they may feel justified in the way they behaved because they were affected. Refer to Ready, Respectful, Safe.	Keep it short and sweet (Max 10 mins)  Hear all views in turn.
5. What can be done now to make it OK?	Ensure putting things right is proportionate and fits the events which occurred.	Stick to the format.
6. What could be done differently next time?	Teach alternate behaviours to break the cycle.	It is not a short cut to a sorry but a way to express oneself, feel heard and come to a resolution together.  Emotion coaching used.

### **School Trip/Off-Site Activity/In-School Activity**

Where a child has an Individual Behaviour Plan (IBP), or if staff deem it necessary, a risk assessment must be carried out before the trip or off-site activity. The purpose of this assessment is to determine whether the child can safely participate. Reasonable adaptations and support will be considered and implemented where possible. However, if the risk assessment concludes that the risks to the child, other pupils, or staff cannot be sufficiently reduced, the school reserves the right to determine that the child cannot attend the trip or activity.

Rewards are also given for pupils that are constantly Ready, Respectful and Safe. This may be in the form of time on inflatables, extra playtimes, important roles/jobs within the classroom and a variety of other school activities. Pupils with a high number of reds are not 'missing out' on these rewards due to bad behaviour – but they have not earned the reward by being Ready, Respectful and Safe.

### **Teachers will**

1. Greet at the door when possible.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and are suitable for all learners.
4. Notice and praise positive behaviours and attitudes.
5. Be calm and give children time to respond.
6. Prevention, curiosity and restorative conversations before sanctions.
7. Teach correct behaviours.
8. Challenge poor behaviour.
9. Consistently frame behaviour around – READY, RESPECTFUL, SAFE
10. Promote kindness through our anti-bullying programme ... 'See it, Say it, Stop it'.

### Three's the magic number - Pupils

1. Follow instructions promptly, including the stop signal.
2. Be ready to learn and show you're focused and trying your best.
3. Speak kindly and respectfully to everyone.

### Three's the magic number - Lunchtime

1. Use the stop signal clearly and consistently.
2. Clearly tell children what you expect them to do not what they aren't doing.
3. Stay calm and professional when speaking to children.

### Three's the magic number – Senior Management Team

1. Help children reflect on their behaviour
2. Give out Hillstone Hearts regularly and fairly.
3. Respond to concerns from parents, pupils and staff concerns in line with policy.

### Three's the magic number – Teachers & TAs

1. Follow the steps for in class de-escalation.
2. Deal with the primary behaviour first.
3. Reprimand privately; praise publicly.

### Three's the magic number – Parents and Guardians

1. Support school by following our Home/School Agreement
2. Discuss concerns directly with school to work in partnership.
3. Be a positive role model for children in and around school.