

Hunstanton Primary School



Behaviour Policy

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Policy Statement

At Hunstanton Primary School, we are committed to providing a safe, respectful, and inclusive environment where every child can thrive. We believe behaviour can be taught and learned, and that positive relationships are the foundation of excellent conduct. When adults model consistency, fairness, and kindness, children flourish.

We aim to nurture every child's development by promoting self-discipline, responsibility, and respect both in and out of school. A clear and consistent behaviour system ensures pupils understand expectations, enabling them to be ready for learning and empowered to become responsible citizens.

This policy succeeds only when parents, pupils, staff, and governors work together to uphold our shared values and model the behaviour we wish to see.

Our mission is for children to feel Successful, Enjoy learning, and Aspire (S.E.A.) to be the best they can be. We achieve this by living our values of:

- Respect
- Kindness
- Honesty
- Curiosity
- Resilience

Aims

We aim to:

- Provide a safe, respectful, and inclusive environment where every child can learn and flourish
- Promote positive behaviour through consistent adult modelling and consistent routines
- Build strong relationships between staff, pupils and families based on trust and respect
- Encourage self-regulation and responsibility in children by teaching behaviour as a skill
- Ensure that mistakes are treated as opportunities for learning and repair, not punishment
- Support staff in using consistent, fair responses that reduce confrontation and escalate positivity
- Celebrate the achievements and efforts of every child, recognising improvement as well as excellent

Core Principles

Five fundamental principles underpin our behaviour management policy:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

School Expectations

We have 3 simple school rules:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

Each class works together to build a shared understanding of our school rules and why they matter. Pupils create and display a class poster that shows what the rules mean to them in their own words. These rules and values are not just for display – they are actively lived and reinforced throughout the year.

Behaviour Curriculum

At Hunstanton Primary School, we view behaviour as a skill that must be explicitly taught, modelled, and practised. Our behaviour curriculum draws together:

- Evidence-based research on what works in promoting positive behaviour and relationships.
- The content of our PSHE curriculum (KAPOW), which supports pupils' personal, social, and emotional development.
- The Zones of Regulation (ZoR) framework (appendix 2), which helps children recognise and manage their emotions, develop self-regulation, and choose appropriate strategies to support their wellbeing.

Through assemblies, PSHE lessons, daily routines, and restorative conversations, children are taught:

- The school rules (*Ready, Respectful, Safe*) and why they matter.
- Strategies for managing emotions, friendships, and conflict.
- How to repair relationships and take responsibility when things go wrong.

- How our school values (*Respect, Kindness, Honesty, Curiosity, Resilience*) guide our behaviour in school, in the community, and online.

Our behaviour curriculum ensures that expectations are clear, consistent, and reinforced across all aspects of school life, empowering pupils to thrive academically and socially.

Roles and Responsibilities

Expectation for governors:

- Monitor and evaluate the effectiveness of the behaviour policy.
- Ensure the policy is reviewed regularly and reflects statutory guidance.
- Support the Headteacher and staff in implementing the policy consistently.
- Listen to and consider parental concerns as part of their oversight role.

Expectations for Senior Leadership Team (SLT):

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school site whenever possible
- Lead by example in modelling calm, consistent adult behaviour.
- Ensure the policy is applied fairly and consistently across the school.
- Monitor behaviour patterns and take action where concerns arise.
- Oversee responses to serious behaviour incidents, ensuring proportionate and restorative outcomes.
- Support professional development for staff in behaviour management, relational practice, and de-escalation.
- Communicate with parents regarding serious incidents or exclusions.

Expectations of all staff:

- Meet and greet the pupils in the morning at at transition times throughout the day
- Model the school rules and values at all times: *Ready, Respectful, Safe*.
- Use calm, consistent language and behaviour in every interaction.
- Establish and maintain clear routines and expectations in classrooms and around school.
- Teach and revisit behaviour expectations as part of daily practice.
- Recognise and celebrate positive behaviour regularly, ensuring praise is specific and sincere.
- Respond to poor behaviour using the agreed stepped approach, keeping responses calm and proportionate.

- Focus on repairing relationships after incidents, not punishing mistakes.
- Communicate effectively with parents regarding behaviour, both positive and negative.

Expectation for all pupils:

- Follow the school rules: *Be Ready, Be Respectful, Be Safe*.
- Take responsibility for their own choices and actions.
- Engage positively in restorative conversations when things go wrong.
- Treat peers, staff, and visitors with kindness and respect.
- Show pride in representing Hunstanton Primary in school, the community, and online.

Expectations for parents and carers:

- Support the school in upholding the behaviour policy and reinforcing expectations at home.
- Work in partnership with staff to address behavioural concerns constructively.
- Encourage their child to follow the school rules and values.
- Model respectful behaviour towards staff, pupils, and the wider school community.

Recognition and Reward

At Hunstanton Primary School, we believe that children should be recognised for making the right choices and applying our school rules consistently. Our ultimate goal is to help pupils develop **intrinsic motivation**—to follow the rules, show effort, and strive for their best because it is the right thing to do.

We also recognise that some children benefit from more **tangible rewards**, particularly as they build positive habits. Staff purposefully build strong, meaningful relationships with pupils, offer unconditional positive regard, and look for opportunities to notice and praise all children. Recognition is always sincere, specific, and fair, ensuring every child feels valued.

Our reward system celebrates all forms of achievement—social, academic, and personal—and can be given at individual, group, or whole-class level. Rewards link to our school values of **Respect, Kindness, Honesty, Curiosity, and Resilience**.

Examples of rewards include:

- Dojo points for positive choices

- Stickers and certificates (e.g. Times Table Rockstars achievements)
- Star of the Week awards
- Whole-class rewards for collective effort
- Headteacher awards for exceptional achievement or conduct
- Attendance Ted / Punctuality Panda for excellent attendance and punctuality
- Attendance wheel to celebrate consistent attendance
- Sharing success with parents through newsletters or messages home
- Special responsibilities as a mark of trust and recognition
- End of year awards for Year 6

Through this balanced system, we ensure that every child's effort, progress, and contribution is valued, while steadily nurturing their motivation to succeed for themselves and their community.

Responding to poor choices

As with all areas of children's learning, some aspects take longer than others to develop. Making mistakes is a natural part of this process. When pupils make poor choices, we use these as learning opportunities, helping them to reflect on the impact of their actions and to consider more positive alternatives for the future.

Most negative behaviour is low level and can be addressed quickly by staff. The following examples are not exhaustive but provide guidance:

- Talking or calling out during learning
- Damaging or misusing books/equipment
- Dropping litter or not respecting the environment
- Being inattentive or distracting others
- Not sharing, taking turns, or tidying up
- Running in corridors or the dining hall
- Reluctance to engage with work
- Using inappropriate language or gestures
- Answering back or showing rudeness

These behaviours are managed through calm reminders, consistent routines, and restorative conversations where needed.

Staff Response: Step System

To ensure a consistent approach, staff follow a clear **five-step system** when responding to poor choices:

	Steps	Actions
1	Reminder	A reminder of the three simple rules (Ready, Respectful, Safe) delivered privately, wherever possible. Keep things brief at this stage.
2	Warning	A clear verbal warning delivered privately, making the pupils aware of their behaviour and the consequences if they continue. Use the phrase, ' <i>Think carefully about your next step.</i> '
3	Last chance	Speak to the pupil privately and give them a final opportunity to engage. Refer to previous examples of good behaviour.
4	Time out	The pupil is asked to sit elsewhere or leave the classroom, hall, playground or field for a short period to 'reset'. This is a chance to calm down, breathe, reflect, and recompose themselves.
5	Repair	A follow-up conversation, either informally (e.g. at break) or in a more structured meeting. The pupil is supported to repair the situation -apologise, make amends, catch-up on missed work and plan for better choices.

If a child requires a time out, this will be recorded on CPOMs and parents will be informed. SLT will regularly monitor the frequency and type of incidents on CPOMs and consider further action if the sanctions are not resulting in improved behaviour.

Responding to Serious behaviour

On rare occasions, pupils may display more serious behaviour. The following examples are not exhaustive but provide guidance for staff:

- **Abusive or discriminatory language:** swearing at pupils or adults; discriminatory, derogatory, or offensive comments (e.g. gender-based, racist, or related to sexuality).
- **Bullying** in any form: physical, verbal, emotional, or online (including homophobic, biphobic, or transphobic behaviour).
- **Physical or verbal abuse:** towards staff or pupils, including deliberate violence.
- **Inappropriate sexual behaviour:** including sexualised language, gestures, or comments.
- **Safety risks:** leaving class or school premises without permission; behaviour that endangers self or others.
- **Damage or theft:** vandalism, deliberate damage to property, or stealing.
- **Misuse of technology/social media:** inappropriate or malicious use of personal devices or online platforms, in or out of school.

When the intensity or frequency of behaviour has a significant impact on others, the **Senior Leadership Team (SLT)** will oversee the response and ensure consistency. In all serious incidents, the child will be supported by the Pastoral Support Worker and SLT, and parents will be informed. All incidents will be recorded on CPOMs.

Possible responses to serious behaviour may include:

- **Implementation of a Positive Support Behaviour Plan** tailored to individual needs.
- **Time away from the classroom** to regulate emotions and reflect
- **Loss of certain privileges** (e.g. representing the school, trips, or visits)
- **Internal exclusion** within school
- **Suspension (external)** where necessary, proportionate to the behaviour.
- **Managed move** to another school if appropriate.
- **Permanent exclusion** only in the most serious or persistent cases, when all other strategies have been exhausted.
- **Involvement of external agencies** for additional support.

Throughout, the focus remains on:

- Restoring safety and trust.
- Helping the pupil understand the impact of their behaviour.
- Supporting positive change and reintegration into the school community.

Dangerous, destructive or unsafe behaviour

All staff are trained to de-escalate very serious incidents calmly and safely, avoiding physical contact wherever possible. Our priority is always to reduce risk and maintain the dignity of the child.

On rare occasions, where there is an immediate risk to the safety of the individual child, other pupils, staff, or property, staff may need to use **appropriate, reasonable, and proportionate physical intervention**. Such measures are always a **last resort** and are guided by the **STEPs principles** (see Appendix 1).

If a child's behaviour requires the planned use of physical intervention, this approach will be agreed with parents in advance and recorded in a **Positive Behaviour Support Plan and/or Risk Management Plan**. This ensures a consistent, safe, and supportive response tailored to the child's needs.

Suspensions and Exclusion

In the most serious cases, further protective and educational consequences may be required. In a very small number of circumstances, a **fixed-term suspension** may be considered.

Suspension is always a **last resort** and will only be used in **extreme situations** where the safety of pupils or staff is at risk, or where behaviour has caused significant disruption and all other strategies have been exhausted.

Where a suspension is applied, the school will:

- Record the incident in line with statutory guidance.
- Inform parents promptly and provide clear details of the reason.

- Ensure work is provided for the pupil during the suspension.
- Plan for a **restorative reintegration meeting** on return, to support the pupil in making better choices and re-engaging with learning.

In the most serious or persistent circumstances, a **permanent exclusion** may be necessary. This decision is made only by the Headteacher, in consultation with governors and in line with DfE statutory guidance.

For further information, please see the government's guide for parents:

 A guide for parents on school behaviour and exclusion – GOV.UK

Behaviour Beyond the School Gates

At Hunstanton Primary School, our values and expectations extend beyond the classroom and into the wider community. Pupils represent the school at all times and are expected to conduct themselves in a way that reflects positively on themselves, their families, and our school.

This includes:

- Journeys to and from school, including pick-up and drop-off times.
- Attendance at after-school clubs, extended care provision, educational visits, and residential trips.
- Participation in community events, sports fixtures, and other occasions where pupils are seen as representatives of the school.
- Behaviour online, including the use of social media and digital platforms, whether in or out of school.

Complaints from members of the public or the wider community regarding pupils' behaviour will be taken seriously and investigated in line with the Complaints Policy and Behaviour Policy.

By representing Hunstanton Primary School positively in the wider world, pupils not only uphold our reputation but also show pride in themselves and our community.

Monitoring, Review and Evaluation

Senior leaders monitor behaviour logs regularly to identify patterns and ensure consistency. Whole-school behaviour is reviewed half-termly by the SLT and reported to the Governing Body. This policy is reviewed annually, or sooner if required, with input from staff, pupils, parents, and governors. Pupil voice surveys on safety, bullying, and relationships help inform improvements. Findings are used to celebrate success, address concerns, and refine practice to maintain a positive learning environment.

The Policy in Context

This policy also has regard to DfE guidance, including, but not limited to, the following:

[Behaviour in schools - GOV.UK](#)

[Keeping children safe in education 2025](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[Use of reasonable force in schools - GOV.UK](#)

[Supporting pupils with medical conditions at school - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016

This policy has been written in conjunction with the following policies:

- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy
- SEND Information Report
- Staff Code of Conduct

Copies of all of these policies can be found on our [school website](#).

Appendix 1

STEPS and Use of Physical Contact

Hunstanton Primary School follows the Norfolk STEPs approach, which provides training and resources to support early intervention, de-escalation, and positive behaviour management. The programme is based on evidence-informed principles including:

- Consistency and predictability
- Calm de-escalation strategies
- Behaviour analysis and differentiated planning
- Restorative approaches
- Safe and appropriate use of physical intervention when absolutely necessary

Further information about Norfolk STEPs can be found [here](#).

Use of Physical Contact

There are occasions when staff may use appropriate physical contact with pupils. This may be to:

- Comfort a child in distress
- Support a child with personal care needs
- Direct or guide a child safely (e.g. PE, drama activities)
- Avert immediate danger to the child, others, or property

When using physical contact, staff will always consider:

- The child's age, understanding, and individual needs
 - Their personal history and any specific vulnerabilities
 - The setting (contact should not take place in private)
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Safe Practices

- Hugging: A sideways hug with hands on shoulders, so both hands are visible.
- Hand-holding: Acceptable if initiated by the child and not used to control. Alternatives include offering an open hand or supportive arm.
- Lap-sitting: Discouraged. Children are guided towards more appropriate ways of seeking comfort.

Physical Intervention

Physical intervention is used only as a last resort, when all de-escalation strategies have failed and there is an immediate risk of harm. The school follows DfE guidance: *Restrictive interventions, including use of reasonable force, in schools (April 2026)*.

Key principles:

- All staff are trained in the safe use of Norfolk STEP's strategies.
 - Techniques that restrict breathing or risk joint injury are never used.
 - Staff may use open or closed hand guidance to safely escort a pupil without gripping. These are non-restrictive holds, meaning the pupil can disengage if they wish.
 - The aim is always safety, not control or destination. Staff guide pupils away from danger, not towards a fixed location.
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Recording and Parental Involvement

- Any physical intervention must be recorded on CPOMS.
- Parents are informed the same day by the class teacher or a member of SLT.
- If a child requires repeated intervention, this will be written into a Positive Behaviour Support Plan and agreed with parents.

Appendix 2

Zones of Regulation

We use Zones of Regulation to help children to recognise how they are feeling and to self-regulate.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified