Behaviour Policy



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TRUE LEARNING PARTNERSHIP

Hague Bar Primary School

Where Everyone Belongs

Introduction

At our school, we believe that every child has the right to feel safe, valued, respected and included. Our motto, **"Where Everyone Belongs,"** sits at the heart of our school community and reflects our commitment to ensuring that every child is known, supported and encouraged to thrive.

We foster a positive approach to behaviour that focuses on building strong relationships, celebrating success and teaching children the skills they need to make positive choices. We recognise that behaviour is a form of communication and that children learn best when they feel a sense of belonging and connection.

Our behaviour policy is underpinned by three core values:

- **Be Inclusive**
- **Be Kind**
- **Be Your Best**

These values guide our expectations, interactions and decision-making throughout the school day.

Our School Values

Be Inclusive

We include everyone and celebrate differences.

We create an environment where every child feels welcomed, accepted and valued as part of our school family.

Children demonstrate this value by:

- Including others in activities and play.
- Respecting different backgrounds, beliefs and needs.
- Working collaboratively with others.
- Helping everyone feel welcome and involved.

Be Kind

We treat others with care, respect and compassion.

Kindness is at the heart of our school culture. We encourage children to think carefully about their words and actions and to show empathy towards others.

Children demonstrate this value by:

- Showing respect towards our peers and adults
- Showing good manners
- Supporting and encouraging others
- Taking responsibility for their actions

Be Your Best

We show determination and always try our best.

We encourage children to develop confidence, resilience and a positive attitude towards learning and personal development.

Children demonstrate this value by:

- Trying their best in all areas of school life.
- Persevering through challenges.
- Learning from mistakes.
- Taking pride in their work and behaviour.
- Dream big and aspiring for ourselves

Aims of the Behaviour Policy

This policy aims to:

- Create a safe, calm and inclusive learning environment.
- Encourage children to take responsibility for their actions.
- Develop respectful relationships across the school community.
- Celebrate effort, achievement and positive behaviour.
- Support children in learning from mistakes.
- Ensure every child feels a sense of belonging.

Promoting Positive Behaviour

Positive behaviour is explicitly taught, modelled and celebrated throughout our school.

Staff will:

- Model respectful and positive behaviour.
- Build strong relationships with children.
- Teach and reinforce the school's values.
- Recognise effort, achievement and improvement.
- Support children to regulate their behaviour.
- Use restorative approaches to resolve conflicts and repair relationships.

Children are encouraged to:

- Follow our school values.
- Respect themselves, others and the learning environment.
- Make positive choices.
- Learn from mistakes.
- Show care and consideration for others.

Recognition and Rewards

At our school, we believe that positive behaviour should be recognised and celebrated regularly. Recognising success helps children develop confidence, responsibility and pride in their contributions to the school community. Children are also invited to bring achievements awarded outside of school to our weekly Celebration Assembly.

Star of the Week

Every week, class teachers will choose a star of the week to be recognised in our Celebration Assembly. The Star of the Week will receive a certificate for demonstrating our school values. Family members are invited to the assembly to share their child's achievement.

Dojo Points and House Groups

Our Houses are named after Derbyshire Rivers: Dove, Sett, Derwent and Goyt.

Children earn **Dojo Points** for demonstrating the values of:

- **Be Inclusive**
- **Be Kind**
- **Be Your Best**

Dojo points are awarded through each child's individual **Class Dojo character** and count towards their overall house score.

This means:

- Each point earned is recorded on the child's individual Dojo profile.
- Parents and carers can view the value points their child has earned in school.
- Children can celebrate their personal successes.
- Every point also contributes to their overall House Team score.

Dojo points may be awarded for:

- Demonstrating kindness and empathy.
- Including and supporting others.
- Showing resilience and perseverance.
- Producing excellent work or effort.
- Becoming a positive role model.
- Consistently demonstrating our school values.

House Reward

Each week, the Dojo points collected are added up for each house. The children in the house with the most points are recognised during our Friday Celebration Assembly.

At the end of each month, the House with the highest number of points will receive the monthly reward:

Children in the winning house may come to school in their own clothes on the first Monday of the following month.

This reward encourages teamwork, collaboration and collective responsibility across the school.

Class Rewards

Each class works collaboratively towards a **Class Reward** every half term

At the beginning of each half term, children and their teacher agree a reward that they would like to work towards together. Examples may include:

- Extra playtime
- Outdoor learning activities
- A games afternoon
- A class picnic
- A craft or themed activity

Classes will earn their reward by filling their **Class Reward Jar.**

Classes earn these rewards by consistently demonstrating the values of **Be Inclusive, Be Kind and Be Your Best** within lessons, assemblies and throughout the wider life of the school.

This system promotes teamwork and encourages children to support one another in creating a positive, respectful learning environment.

Additional Recognition

Positive behaviour may also be recognised through:

- Verbal praise
- Positive messages home
- Stickers
- Super Shoutouts awarded by our Year 6 School Ambassadors during Celebration assemblies for demonstrating our school values
- Sharing achievements with school leaders
- Displays of children's work and achievements

Behaviour Support and Restorative Practice

As a school where everyone belongs, we understand that children are continually learning how to manage emotions, relationships and behaviour. Our approach focuses on repairing, restoring and rebuilding relationships rather than simply punishing behaviour.

When behaviour falls below expectations, adults will support children to reflect on their actions, understand the impact of their choices and identify ways to move forward positively.

Behaviour Steps:

The following behaviour steps provide a consistent framework for supporting children when behaviour falls below expectations:

Step 1: Verbal Warning

The child receives a calm reminder of the expected behaviour and an opportunity to correct their actions.

Step 2: Final Warning

The child receives a second reminder and is encouraged to reflect on which school value they are not currently demonstrating.

Step 3: Restorative Conversation

The child has a restorative conversation with the adult.

Adults may ask questions such as:

- What happened?
- What were you thinking at the time?
- How did this make other people feel?
- How can you make things right?
- If this happened again, what could we do differently?

Step 4: Reflection Time

The child is given time and space to reflect on their choices before returning to learning successfully.

Step 5: Reset in Another Classroom

Where necessary, the child may spend a period of time in another classroom to calm, reflect and reset before returning to class.

Step 6: Parents Informed

Parents or carers will be informed where concerns persist or when additional support is needed to help the child make positive choices.

Professional Judgement and Flexibility

While the behaviour steps provide consistency across the school, we recognise that every child is unique.

Our staff know our children extremely well and understand their individual needs, circumstances and developmental stages. Therefore, the progression through the behaviour steps remains at the professional discretion of the class teacher or supervising adult.

Staff may:

- Spend additional time supporting a child at a particular stage.
- Move more quickly through the steps where appropriate.
- Adapt responses according to the child's age, needs and circumstances.
- Use their professional judgement to ensure responses remain fair, appropriate and supportive.

The purpose of the behaviour system is not simply to move children through a sequence of consequences, but to help them learn, reflect and successfully regulate their behaviour.

Equality, Inclusion and Additional Needs

As a school where **everyone belongs**, we are committed to ensuring our behaviour policy supports all children fairly and equitably.

We recognise that some children may require additional support, reasonable adjustments or personalised approaches to help them succeed. Behaviour will always be considered in the context of a child's individual needs, age, understanding and circumstances.

Where appropriate, individual behaviour plans and specialist support may be implemented in partnership with parents and external agencies.

Safeguarding and SEMH

Changes in behaviour may indicate unmet Social, Emotional and Mental Health (SEMH) needs or safeguarding concerns. Staff will:

- Remain vigilant to changes or patterns in behaviour
- Record and report concerns appropriately
- Work with pastoral staff, leaders and families
- Ensure early and appropriate intervention

Staff Training and Professional Development

We are committed to ensuring all staff feel confident and supported in managing behaviour effectively. This includes training in:

- Positive behaviour strategies and restorative practice
- SEND and SEMH needs
- The impact of trauma and adverse experiences
- De-escalation and emotional regulation strategies

Ongoing professional development promotes consistency, confidence and staff wellbeing.

Working in Partnership with Parents

Strong partnerships between home and school are essential in promoting positive behaviour. We are committed to maintaining open and positive communication with families and celebrating children's successes together.

Conclusion

At our school, **"Where Everyone Belongs"** is more than a motto; it is the foundation of our culture and community.

Through our shared values of **Belong, Be Kind and Be Your Best**, we create a school environment where children feel safe, respected and valued. By focusing on positive relationships, celebrating success and using restorative approaches to support behaviour, we help every child develop the confidence, responsibility and character they need to flourish both in school and beyond.


HAGUE BAR
PRIMARY SCHOOL
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Be Your Best
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HAGUE BAR PRIMARY SCHOOL

Where Everyone Belongs

Our Behaviour Policy

Be Kind • Be Inclusive
Be Your Best

1 Verbal Warning



The child receives a calm reminder of the expected behaviour and an opportunity to correct their actions.

2 Final Warning



The child receives a second reminder and is encouraged to reflect on which school value they are not currently demonstrating.

3 Restorative Conversation



The child has a restorative conversation with the adult.

Adults may ask questions such as:

- What happened?
- What were you thinking at the time?
- How did this make other people feel?
- How can you make things right?
- If this happened again, what could we do differently?

4 Reflection Time



The child is given time and space to reflect on their choices before returning to learning successfully.

5 Reset in Another Classroom



Where necessary, the child may spend a period of time in another classroom to calm, reflect and reset before returning to class.

6 Parents Informed



Parents or carers will be informed where concerns persist or when additional support is needed to help the child make positive choices.

Together we build a positive, respectful and safe learning community