

2025- 2026



PEEL HALL PRIMARY SCHOOL

BEHAVIOUR POLICY

Behaviour Policy

Peel Hall Community Primary School

Head Teacher: S. Lawler-Smith

Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	Chris Wilson Julie Allen		Heather Aaron

Head Teacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Next Review Date	September 2025
Committee Responsible	Governing Board
Document locations	Shared Drive

Change History

Version	Date	Change Description	Stored
1	January 2022	New Behaviour policy	
2	January 2024	Behaviour policy updated following SLT Dec 23	Policies staff resources
3	September 2024	Updated refined procedures	Policies staff resources
4	September 2025	Reviewed	Staff Drive
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7			
8			
9			

Contents

Pages	Brief
4	Aims and Responsibilities
6	Moving around the school
6	Praise and positive rewards
9	Sanctions - consequences
9	Classroom management of behaviour
13	Restorative Meetings

AIMS AND RESPONSIBILITIES

We believe that:

- Good behaviour and discipline are the foundations of all learning. Without a calm, orderly atmosphere, effective teaching, and learning cannot take place.
- Good behaviour and good choices need to be taught and modelled by staff, parents, and peers consistently. They are not automatically learned.
- Every child can make right choices. Staff must have the belief that all children can improve their behaviour with the right support.

Aims of the Behaviour Policy

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline, and sense of responsibility towards themselves and others.
4. To develop a consistent approach for managing behaviour by all staff.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism, or racism when they occur.

Responsibilities

The school is committed to creating a safe and secure environment in which children can learn.

We believe that every member of the school community has a responsibility for modelling and promoting good behaviour in school. Staff are committed to working closely with parents, pupils, and governors to promote positive behaviour and to create a culture of respect.

Responsibilities of the children

1. To work to the best of their abilities and to allow others to do the same.
2. To always treat others with respect.
3. To follow the instructions of all staff working in the school.
4. To take care of property and the environment in and around school.
5. To always display good manners.
6. To move sensibly and quietly around the school building.
7. To share in celebrating the achievements of all members of the school community.
8. To be welcoming to visitors to the school.

These shall be displayed in every classroom and be discussed in lesson format at beginning of every term.

Responsibilities of staff

1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Head Teacher (Executive Head Teacher where applicable) of any concerns.
4. To treat all children fairly and with respect.
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To maintain high expectations of pupil behaviour and learning.
7. To use rewards and sanctions clearly and consistently.
8. To be a good role model for behaviour.

9. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim/purpose.
10. To recognise each child as an individual and to consider the needs of each child.

Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children.
7. To establish effective communication with school staff, following the procedures stated in the Complaints procedure if any concerns need to be raised.
8. To fully support the behaviour policy and other school policies.
9. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
10. To support the class teacher and work with school staff to address and review any behaviour issues with their children.

Responsibilities of Governors

1. To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures and government guidance.
2. To ensure the behaviour policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a governor to be responsible for liaising with the LA (Local Authority) and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Moving around the school

EYFS (Early Years Foundation Stage) staff members collect their line from the classroom doors. KS1 and KS2 staff collect pupils after break and lunch from the main playground.

Pupils should move around the school in single file.

The adults leading the line should raise one hand to gain the pupils' attention.

Remind pupils EVERY TIME before moving of expectations: facing forward, arms by their sides, no talking, holding onto the handrail when walking up/downstairs, walking on the left-hand side.

Give the pupil at the front of the line a set point to stop eg 'X please led the line to the next door and then wait there'

Staff members observe the line walking, praising pupils for following the instructions. If anyone is not following the instructions in the line, the behaviour policy is followed.

Once all pupils arrive at the given point, wait until all pupils are displaying the expected behaviours and then move on to a new given point.

Repeat this process until the class is lined up quietly outside of the classroom. Pupils then enter the classroom quietly and ready to learn.

The same expectations are set for entering and leaving assemblies.

Praise and Positive Reward system

The foundations of this policy and all policies are the Peel Hall Principles.

REWARDS

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Therefore, it is especially 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.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for achievements.

Opportunities for Praise

General

- The Head teacher holds a Celebration Assembly on alternate weeks for KS2 and KS1/EYFS in which there are the following opportunities for praise:
 - Head teacher's Award presented to one member of each class for excelling in school life. Parents/guardians are invited to attend to share this achievement. (Every effort should be made to reward the achievements of every child in a class over the course of the year).
 - Stickers for pupils nominated by their class teacher for particular excellence. E.g. manners, uniform, enthusiasm.
 - Recognition is given to success of differing kinds in or out of school, e.g. presentation of swimming and cycling proficiency awards, sporting achievements, musical achievements etc.
 - Trophy for the class with best attendance for that week.
- Favourable comments are entered on good pieces of work
- Written school reports comment favourably on excellent work, behaviour and general attitude to school life.
- Children's work is displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head teacher/Deputy Head teacher/Assistant Head teachers/Phase Leader/Class Teachers for commendations.
- Specific privileges are awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, Yr. 6 reading buddies to Reception and Nursery children.
- Above all, praise and encouragement in and out of lessons should be used consistently throughout the school

Whole School Reward System: 'Individual Smilies'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' cards. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly excellent work / effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently.' **Once awarded a Smiley can never be deducted.**

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

To use the Class Dojo app to record when Smilies are awarded and build a profile for each pupil to see their weekly total and accumulating total towards a bronze, silver, or gold certificate.

The reward system is graded as follows: -

Any noteworthy behaviour	1 Smiley card (recorded on class chart)
10 Smileys	Smiley stamp: (recorded on individual achievement card)
100 Smileys	Bronze Award (presented by Class Teacher in front of whole class)
200 Smileys	Silver award (presented by Deputy Head teacher at Key Stage Assembly)
300 Smileys	Gold award (presented by Head teacher at Celebration Assembly)

- At the achievement of a bronze or silver award, a certificate is presented to the child.
- At the achievement of a gold award, a letter is sent home to parents/guardians inviting them to the presentation of the certificate at the Celebration Assembly.
- A pupil's individual Smiley Card is kept in their Achievement Folder, which is shared with parents/guardians at Parents' Evenings.
- Responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smiles accrued other than in exceptional circumstances.

A Smiley can be awarded by any staff member to any child at any time. All staff should always carry Smilies to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

Whole-School Reward System: Class 'Smilies'

Each class can collect Class Smilies for noteworthy achievements in attitude, behaviour or work of the whole class. These can be awarded by any member of staff, not just the class teacher, and are recorded on a chart displayed in the classroom.

Any noteworthy behaviour	1 Class Smiley (recorded on class chart)
10 Smileys	Class Smiley stamp: (recorded on class chart)
25 Smileys	Halfway to Bronze - Extra afternoon playtime
50 Smileys	Bronze Class Award (presented by Phase Leader in class)
75 Smileys	Halfway to Silver - Extra afternoon playtime
100 Smileys	Silver Class Award (presented by DHT at Key Stage Assembly)
125 Smileys	Halfway to Gold – Extra afternoon playtime
150 Smileys	Gold Class Award (presented by Head teacher at Celebration Assembly)

When a class achieves a bronze, silver, or gold award then they may have an appropriate class treat of their choice including class party, class disco, additional art/ICT/PE lesson, movie etc. The rewards should accurately reflect the achievement:

- Bronze – one session.
- Silver – one afternoon.
- Gold – full day.



EYFS and KS1 adaptations

In Early Years (Nursery and Reception), the whole-school behaviour procedures are introduced in an age-appropriate manner. For example, staff introduce the traffic lights and use Dojos as an instant reward system for making good / appropriate choices. Parents are notified instantly via the Dojo app when one has been awarded, through window displays in EYFS a photograph of the Dojo winners of the week are displayed for all parent/carers to see when they drop off and pick up pupil's.

Pupils working in the SEND (Special Educational Needs and Disabilities) provision (Nest)

In The Nest Dojos are used as an instant reward system based on improvements in their conduct and behaviours for learning.

- 10 Dojos – Well Done Certificate
- Over 10 Dojos – Small prize from prize box.

3-0 clock (15 mins) Activities – team building and learning boosts.

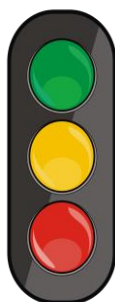
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|---------------------------|-------------------------|------------------|------------------------|
| • Dough Disco | * Just Dance | * Go Noodle | * Top Marks challenges |
| • TT Rockstars challenges | * Mindfulness colouring | * Tabletop games | * Reading under a tree |
| • Magic paintbrush | * Gardening | * Litter picking | * Class Karaoke |
| • Draw/Colour/Doodle | * Kids Yoga | * Library Time | * Blowing bubbles |
| • Physical challenge | * Skipping with a rope | * Bingo | * Puzzles/crosswords |
| • Sudoku's | * Show and Tell | * Class debate | |

Classroom Management of Minor Behaviour – Escalation process

While we emphasise the celebration of positive behaviour through praise and rewards, we recognise that it is also necessary to have procedures and sanctions which address inappropriate behaviour whilst in class.

Every class and all staff in the school use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used in the classroom, assembly, at playtimes, lunchtimes, and out-of-school clubs. It is a visual system that all children and staff can monitor, and the system allows children to reflect upon their behaviour and to make improvements.

The upside-down traffic lights are displayed in each classroom, each having the school crest at the top.



Every child's name will start each day in the green section of the traffic lights. In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent suspensions, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO, and support agencies.
- Do everything possible to avoid suspension (Internal or External) from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e. 'I understand you are feeling..... tell me how I can help....we don't do that because. and NOT 'You are a silly boy/girl.'

Sanctions Guidelines

Children should be familiar with our procedures and know what will happen next if they continue with the behaviour.

Depending on the nature of **an incident** this may include immediate suspension, permanent exclusion. However, for minor incidents the following sequence should be adhered to, with steps 1 to 5 applied in daily management of classroom/playground behaviour.

(Class Teacher/TA/Welfare staff) Use regular behaviour management strategies:

A 'no shouting' approach is in operation and shouting at an individual child must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice or sterner tone. I.e. to re-establish control, to emphasise the seriousness of an incident, or be heard on the playground etc.

There are a variety of behaviour management strategies that can be used to ensure that children are encouraged to make the right choices.

The following is a list of behaviour strategies that could be employed:

- Non-verbal cue that gives a clear message. E.g. stop talking, listen, and turn around.
- Name reminder – Integrate name into the teacher talk
- Proximity praise – praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
- Behavioural direction – use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Partial agreement – partially agree then redirect. Keep focus on required behaviour do not get into discussion. 'I understand that you feel/think.... but I would like you to.... because.
- Stuck record – I would like you to... The rule is...
- Directed choices – within known rules/routines, refer to rights, roles, and responsibilities.

STEP ONE

(Class teacher/TA/Welfare staff) ^[OBJ] Give a final warning:

If the child has not taken note of the reminder about inappropriate behaviour then give a final warning.

Use the agreed phrase, "This is your final warning. If you continue with (name behaviour) you will be moved to amber." Children should now be fully aware of what this means and the possible consequences of continuing with the behaviour.



STEP TWO

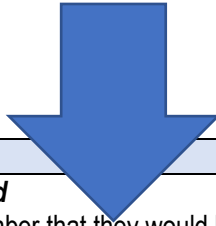
(Class teacher/TA/Welfare staff) [OBJ] Move to Amber

If the child's behaviour does not improve, they are moved to amber on the class Traffic Lights chart.

Use the agreed phrase, "You had a final warning. You are now being moved to amber because"

On some occasions, a child may be put on amber without an individual final warning. This may be, for example, when a final general warning has been given to the whole class about inappropriate behaviour or where the child should not be needed to be reminded about a particular negative behaviour (e.g. being aggressive to another child, being rude to a teacher).

*If behaviour improves, the child moves back to green. If not, move to **Step 3***



STEP 3

(Class teacher/TA/Welfare staff) [OBJ] Move to Red

It may sometimes be appropriate to remind children on amber that they would be moved to red if their behaviour does not improve. The sanction for being on red is a 15-minute **reflection**. This will take place at the next available opportunity - either at lunchtime, or in the afternoon session at 3pm.

The following procedure will take place for all reflection:

- The staff member should accompany the child to the Designated Person (DP) leading reflections with an explanation of the reason for reflection
- The DP will record the reflection and outcome of restorative conversations
- The DP will contact the parent/carer to discuss the reflection and record the conversation

All reflections and restorative conversation will take place on the same day to ensure a fresh start each day.

If a child in KS1 (Key Stage 1) is moved to red they will be given a 'red card'. This will be a visual prompt for the child to understand they will need to miss their play. The staff member issuing the red card will indicate on the back of the card the reason the child has been moved and share this with them. (eg You have been moved to red because you broke the rule that said you would be kind to other people) The teacher will also log the incident on CPOMS and link in any other pupils involved. This will allow us to monitor behaviour incidents to see if there are any patterns in disruptive behaviour or problems between specific children. When the child misses their playtime, or is sent to another room, the teacher on duty will discuss with the child their actions and why it is important to follow said rules. Red cards will be sent home to parents.

*Once a child has completed their reflection they should be moved back to green. If they return to red in the same day, they move immediately to **Step 4**.*



STEP 4

Step 4 (DHT/AHT) [OBJ] Time Out of their own environment

- Child is escorted to Deputy Head teacher/Phase Leader.
- Up to half a day out of their usual classroom environment.
- Teacher to record in CPOMS Behaviour
- Parents informed of the incident.

STEP 5

(HT/DHT/SENCO/DSL) ^(Obj) Individual Behaviour Support Plan

For children who regularly go to Step 3 (Red) or Step 4 (Time Out) a Team Around the Child meeting will be convened to put a support plan into place.

This could include

- RAMP (Reduced Anger Management Plan)
- Personalised timetable
- Reward Chart
- Referrals to outside agencies
- A programme of pastoral support
- Early Help Assessment



STEP 6

FIXED-TERM AND PERMANENT SUSPENSIONS

We do not wish to suspend any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Exclusions (2022) and Salford City Council Exclusions Guidance (2014) parts 1 and 2 are referred to in any decision to exclude a child from school.

Peel Hall Primary has a zero tolerance for swearing at staff, physical assault, deliberate kicking, punching, hitting, biting or damaging property will all result in bypassing the above steps. They will immediately be sent to Head teacher or Deputy Head teacher. Depending upon the severity of a child's actions, this may result in the following:

- Reflection – playtime or 3pm.
- Time out of their usual environment.
- Fixed term suspension away from school. (the Senior Leadership Team will discuss each case before making a decision to suspend)
- Permanent exclusion from Peel Hall Primary School

Any child that displays unsafe behaviours on the playground may miss their breaks with other children. They will still have some free time to relax however this will be inside the PE hall with a staff member.

Participation in after school clubs may be removed should acceptable behaviour during school hours not be displayed.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child**.

At Peel Hall we encourage children, **with support**, to take responsibility for their behaviour by thinking through the causes and consequences of their action. If adults consistently tell children what they have done wrong and the consequence they will face, children will not learn about the responsibility they had in a situation and how it affected others. We therefore take a restorative approach to behaviour.

Traditional		Restorative	
What has happened?		What has happened?	
Who is to blame?	becomes	Who has been harmed and in what way?	
How should we punish them?		What needs to happen to put things right and ensure it does not happen again?	

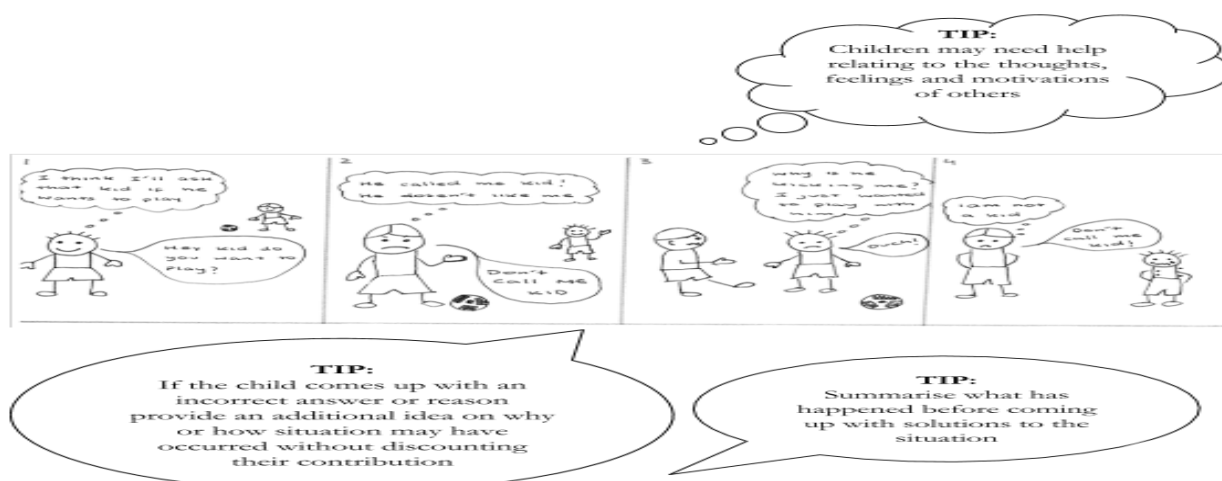
What matters is that the child who has caused harm/disruption and the person they harmed/disrupted are given the space to hold a restorative conversation. This is so much more powerful than a simple “Sorry,” and allows children to understand responsibility and develop empathy for others’ feelings.

Speak to all parties involved. Allow everyone to have their voice heard.

- What happened? - Try to get as much detail as possible
- What were you thinking and feeling at the time? - refer to emotion monsters
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right? - Ask children how the problem could be solved and where possible find a solution based on their ideas. If necessary, impose a solution and explain the reasons why.

With younger children we may simply focus on two questions. Who else has been affected? How can we make things right?

Comic strip conversations



FURTHER GUIDANCE

Related school policies

The Behaviour policy is one of the essential Safeguarding Policies of the school. Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

The following school policies are related to the Behaviour Policy:

- Child protection policy
- Positive Handling Policy
- Health and safety policy
- Anti-bullying policy
- Safe use of the internet policy
- Admissions policy
- Medicines policy
- Special educational needs policy

