



**BOLTON**  
SCHOOL  
PRIMARY DIVISION

# Policy to Promote Positive Behaviour

Published by: Head of Compliance  
Publication date: 25/1/2026  
Version: 7  
Approved by: Head of Primary Division

## **Reference and Guidance**

This policy has regard to the DfE Guidance (2022); 'Behaviour in Schools; and reflects colleagues' duties under the Equality Act 2010 to treat all pupils fairly and to make reasonable adjustments when dealing with pupils with SEND.

This policy should be read in conjunction with the Primary Division Anti-Bullying Policy and the Bolton School Foundation Safeguarding Policy. Additionally, each school within the Primary Division has its own Code of Conduct and Rewards and Sanctions policy.

For incidents of very serious misbehaviour reference will also be made to the Foundation's Expulsion Policy.

## **Scope of policy**

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road and additionally the wrap around care provision based at Kidzone. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

## **Aims and Expectations**

The aim of the Primary Division is that students leave the school as appropriately confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community. There is a strong pastoral ethos in each School within the Division, which encourages positive moral and social attitudes, courtesy, good manners, discipline, respect for the needs of others and spiritual awareness. The Division behaviour policy and supporting documents are designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, supported and secure.

Each school within the Primary Division has a Code of Conduct and Rewards and Sanctions policy, however the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However sanctions are applied for unacceptable behaviour.

## **How we promote positive behaviour**

In each part of the Primary Division, pupils are made aware of the school's expectations regarding good behaviour. Each school has an agreed Code of Conduct which is displayed in classrooms and in shared areas. This is referenced regularly by all staff as a reminder to the pupils and good examples of children acting upon this are celebrated. Assembly and PSHEE lessons focus on developing these values.

The pastoral system works well because of good relations and frequent personal contacts, including sound staff-pupil relationships. The pastoral area of each school within the Primary Division is led by the relevant Deputy Head. Form teachers and all staff (teaching and non-teaching) and the pupils are

all involved in the creation and preservation of a warm, caring, friendly and orderly school community.

### **Equal Opportunities**

All children, staff and visitors are treated equally regardless of gender, sexuality, race, religion, SEND or culture. Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally. We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

***It is noted that the promotion of good behaviour and sanctioning of inappropriate behaviour is the responsibility of all staff.***

### **Expectations of Staff**

1. All staff have the same expectations of, and responses to behaviour.
2. Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally.
3. Effective and positive behaviour management strategies and practices are agreed and put in place at the beginning of the school year in every class.
4. Staff are role models for good behaviour and the children learn by example.
5. All staff provide an environment where children feel engaged in their learning and stimulated by the curriculum.
6. Timetables (visual or written) may be used in classes, so children are aware of what's coming next and there are no surprises. This ensures they are mentally prepared for the day ahead.
7. Staff plan activities that are appropriately challenging and interesting to the child as this promotes good behaviour.
8. Positive and direct phrases are always used.
9. All staff have realistic and age appropriate expectations of the children; and that these are informed by a thorough knowledge of child development.
10. There is open and honest communication between staff and parents. Parents are encouraged to tell staff about any issues or change in circumstances that may affect the child. Teachers also inform parents about their child's achievements and sensitively discuss any incidents in school with their parents. This ensures that home circumstances are taken into consideration when dealing with individual children. Such communications should be recorded in CPOMS.
11. Managing behaviour is the responsibility of each and every member of staff. We always comment on good behaviour and offer a gentle reminder of "what should you be doing now?"
12. Politeness is rewarded and continually praised. Staff model this behaviour by always recognising when a child has been helpful and polite.
13. Child friendly language is used as much as possible, so that children can process our comments and expectations.
14. When an incident does occur explain to the child why that behaviour is not acceptable (again in child friendly language) and what we do expect.

15. When investigating an incident of inappropriate behaviour, staff should be aware of any SEND needs of either the reporting or reported pupil(s). This should include discussion with the Learning Support Coordinator to agree suitable adaptations which would support the child during an investigation and any subsequent sanctions imposed.
16. When investigating an incident, staff should be aware of any adverse childhood experiences (ACEs) a pupil may have had.
17. Children are encouraged to make amends for their mistake.
18. Each lesson and playtime is a fresh start for a child, especially an infant child.
19. Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate
20. Staff will never threaten or use any form of corporal punishment against a pupil.

### **Pupil Tracking**

Incidences of misconduct and the use of rewards are recorded in iSams in order to support pupil tracking. Incidents of more serious misbehaviour, such as physical or racial misconduct are recorded in CPOMS.

Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate.

Relevant pastoral information about individual pupils is passed on at key transition points both within the Primary Division and when children progress to the appropriate Senior School.

### **Rewards and Sanctions**

Each school within the Primary Division has its own menu of Rewards and Sanctions as per Appendices A-C. These outline the outcomes which may be used in any specific situation. Whilst the manner in which they are written suggests a hierarchy of outcomes, decisions about which is appropriate in any given situation will depend upon the age and stage of development of the child, and any other recent or previous incidents which are relevant rather than a list to be worked through.

The safety of the children is paramount and so if the behaviour endangers the safety of others (or the child in question), then the child will be removed from the situation (or the other children moved away from the issue). If felt appropriate staff may have to restrain the pupil (See Care and Control policy). However, this is always a last resort.

**Staff will never use any form of corporal punishment against a pupil.**

### **The role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents to be supportive. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

## **Monitoring, Review and Development**

- Each school within the Primary Division to review the efficacy of their Rewards and Sanctions Policy and Code of Conduct annually
- Primary Division policy to promote good behaviour reviewed annually by the Primary Division Leadership Team (to include Heads and Deputy Heads of each school and the Head of Primary Division).
- The Primary Division Leadership Team to review Rewards and Sanctions policies and Codes of Conduct together annually in order to improve consistency where appropriate.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils in each setting.
- Each school to review effectiveness of policy within their setting by listening to the voice of the child, one example may include holding regular 'pupil conferences'.

## **Appendix A**



### **Beech House**

### **Rewards & Sanctions**



The core code of conduct which underpins all that we do at Beech House is led by the following principles:

**Be:**

**Ready**

**Respectful and**

**Safe**

### **Whole School Rewards**

- Stickers are given to reward many things including – excellent work, good behaviour / good manners / acts of kindness promoting the Brilliant Beech House Behaviours. These stickers can be worn on jumpers/cardigans or placed on an achievement card which pupils keep in their classroom. Children will be awarded a new card each half term.
- Reception children can be awarded a button for a superb piece of work. Once a child has received 10 buttons, they receive a reward from the reward box.
- House Nuggets will be awarded for good work or behaviour. (All pupils are put into one of 4 Houses). Nuggets are counted at the end of each week and the winning House earns the House Cup for the week. Mini trophies are presented to the winning House in each year group with the winning house identified on the cup. The leader board is updated with the winning group photograph in the hall for all to see and celebrate. At the end of each term, the termly trophy is also displayed in the main school corridor.
- Weekly Celebration Assembly recognises children's achievements in school. Individual certificates are given to children identified for their hard work or for demonstrating one of the Beech House Behaviours.
- Children demonstrating the attitude/expectation identified each week may be invited to attend Hot Chocolate Friday with the Head of Beech House.

### **Whole class procedures for managing and monitoring challenging behaviour**

- A verbal warning will be given initially (in addition to a discussion about why the behaviour was inappropriate etc.) The child will be invited to suggest his / her next steps.
- If the behaviour continues then the child may be moved (tables / areas) and support from pastoral/welfare member of staff sought.
- Children may be asked to stand out / walk with a teacher for a few minutes at playtime to reflect on their behaviour and allow for thinking time. Wherever possible, this will follow immediately after the undesirable behaviour has persisted so the child understands the sanction.
- If a child's behaviour falls below our expectations they are spoken to by the member of staff and reminded of success criteria. Parents may be informed at this point if the behaviour continues. If the behaviour is of a more serious nature then parents are invited to discuss the matter in school with the class teacher and Head of Beech House.
- If the child's behaviour continues then further investigation will result, with the possibility of investigating any potential needs further (i.e. through external agencies). Other strategies may also be introduced, such as a home/school diary or use of a behaviour report/plan.
- The teacher should record any incidents in CPOMS.

- Unfortunately, if all possible support for the pupil and the family has been given and challenging behaviour still presents, which is having a serious impact on the other children's learning /safety, then it may be necessary for the Head of Beech House to consult with the Head of the Primary Division about imposing a further sanction. This may include a suspension for a fixed period or, in very serious cases – permanently. Similarly, if a single very serious incident occurs, it may be necessary for the Head of Beech House to consult with the Head of Primary Division about imposing a serious sanction.
- **Staff will never use any form of corporal punishment against a pupil.**

### **The Playground**

Children need consistent and constant rewards and consequences. As much as possible staff do need to still “catch them being good” and use lots of positive praise. Opportunities for challenging behaviour should be reduced by careful monitoring by staff on duty – at all times. Toys should be supervised and in the appropriate ‘zoned areas.’

Staff sanctions are: firstly, give the child a warning, explain if they repeat the behaviour they will have to stand at the side of the playground for a specified amount of time. If they return to the playground and repeat the behaviour they will be asked to stand and self-regulate with a member of staff and discuss what has happened and how to avoid a repeat of the incident.

Dangerous or boisterous play will be dealt with appropriately and could include the following; blowing the whistle to stop the game, standing out for a few minutes or spending time with a teacher to understand the consequences of this behaviour. Punching or kicking of another pupil will be treated as a serious misdemeanour and parents of the perpetrator and the victim will always be contacted.

Sanctions imposed at Stage 1 of the Ladder of Sanctions are to be managed and noted by class and subject teachers.

Stage 2 sanctions to be managed by the Beech House Deputy Heads, where necessary in liaison with the Head of Beech House. These to be recorded as misconducts in iSams.

Stage 3 sanctions to be managed by the Head of Beech House in liaison with the Head of Primary Division. These to be recorded as ‘Serious Misbehaviour’ in CPOMS.

	<b>Ladder of rewards</b>	<b>Ladder of sanctions</b>
Stage 1	Individual stickers (buttons in Reception) House Nuggets awarded	Regular reminders of expectations alongside gentle encouragement and praise of good behaviour  Verbal warning

		Movement of place Time out (classroom/playground)
Stage 2	Celebration Assembly certificates Invitation to Hot Chocolate Friday	Letter of apology Loss of privilege such as break, lunch, missing ECA or other wider opportunity Individual behaviour plan/report
Stage 3	Head of School postcard home Head of Primary Division postcard home	Withdrawal from class (fixed period of time) External suspension (fixed term) Individual Behaviour Support Plan Exclusion

## Appendix B



### HESKETH HOUSE

### Code of Conduct and Rewards and Sanctions



#### Aims and Expectations

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We aim for our pupils to leave the school as confident young people/women equipped with the knowledge, skills and attributes that will allow them to live happy and fulfilled lives and to make a difference for good in the wider community. There is a strong pastoral ethos in our school which encourages positive moral and social attitudes; courtesy, good manners, respect for others and spiritual awareness. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour Procedures are underpinned by the Primary Division Policy to Promote Good Behaviour.

This policy and its associated procedures gives us flexibility to deal with any pupil with a learning / behavioural difficulty and takes account of a pupil's age. It allows us to respond according to their needs.

#### Code of Conduct

There is a school Code of Conduct which is shared with the Parents at the Information Evening in September.

- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so.
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms.
- It is included in the Reading Record and reference is made to this regularly throughout the year.

#### Establishing whole school rules

#### **Class Rules**

- As part of PSHEE at the beginning of a new academic year each class devises their own set of no more than 5 class rules. These rules are to be positive rather than negative in tone.
- The rules are displayed in each classroom.
- Each class teacher has systems in place to support enforcement of the class rules.

#### **PE rules**

Please refer to PE policy for details

#### **Playground rules**

Please refer to Playground Policy for details

## **Dining room/Library rules**

We have a few simple rules which are discussed and reviewed either in House meetings or through School Council each year.

## **Use of mobile phones rules**

Pupils must hand in their mobile phones when they arrive at school. Mobile phones must not be kept in school bags. Phones are collected at the end of the day.

Any child contravening this rule would be given a warning and if this was not followed, an appropriate consequence in line with the ladder of sanctions would be issued.

## **Rewards and Sanctions**

We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

### **Rewards**

**The School promotes and rewards good behaviour amongst pupils in the following ways:**

#### **House System**

- House points awarded for good work or behaviour, to acknowledge effort, organisation or acts of kindness in school.
- House Meetings each half term in Form Time to collect House Points. These are displayed in the House noticeboard and the House cup is presented to the winning House each half term.
- House activities each term. This may focus on Hesketh Habits and current PSHEE themes.
- Inter House sports competitions throughout the year.

#### **Hesketh Habits**

- Hesketh Habits form an integral part of encouraging good habits of behaviour for life and in school.
- Hesketh Habits displays around school promote the 8 habits and good behaviour.
- Hesketh Habits certificates are awarded by staff in our celebration assembly.

#### **Assemblies**

- We have a celebration assembly each week to recognise individual and group achievements.
- PSHEE assemblies are held regularly to promote good behaviour, citizenship and Fundamental British Values.

#### **Newsletters, Social Media, school magazines**

- Our weekly Newsletter to parents includes recognition of achievements both in and out of school.
- Achievements can also be included on social media, the website or school magazines.

## **Responsibilities within School**

- Form and Vice-Captains
- House System with House and Vice- Captains
- School Council
- Year 6 Ambassadors
- Anti-Bullying Ambassadors
- Subject Ambassadors
- Classroom monitors
- Charity representatives
- Eco-representative

## **House Points**

House Points are to be given mainly given for work or in recognition of a good behaviour.

### **Suggested weighting:**

- Academic work -Maximum 3HPs.
- Project work -Maximum 10HPs
- Courtesy and helpfulness -Maximum 3HPs

## **Class Points**

Class points are awarded to encourage excellent whole class behaviour organisation

### **Suggested weighting:**

- Lining up outside and entry into school and setting up for lessons- possible 3 per day
- Other points to be determined by class teacher and pupils at start of each term or for any matters arising that the teacher wishes the class to focus on.
- Class points to be recorded in the classroom for example on a 100 square
- Class reward to be decided with class in advance. Examples: film afternoon, games afternoon, iPad afternoon, art activity. This often takes place during the last week of each half term.
- These class points may be given by teaching assistants, class teachers and specialist subject teachers to reinforce good behaviour in school

## Sanctions/ Consequences

### **Restorative Practice**

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We expect that girls will always work hard and behave in an appropriate manner; when this is not the case sanctions are in place.

At the Junior Girls' School, we aim to follow restorative practices in instances where behaviour does not meet expectations. This is in an effort to enable pupils to learn from what has happened and reflect on their behaviour, with the effect of repeat behaviour becoming less likely. Staff are expected to use restorative statements /questions in their approach to managing behaviour and these are displayed around school as prompts. These consist of:

**What happened?**

**What were you thinking about at the time?**

**What have your thoughts been since?**

**Who has been affected by what you did?**

**In what way have they been affected?**

**What do you think needs to happen next?**

The final question is designed to engage pupils in an appropriate consequence for the behaviour and should also be asked of others affected by the behaviour. Adults dealing with issues around behaviour should guide pupils to an appropriate consequence in line with the severity of behaviour.

The table below outlines some possible consequences and who should deal with behaviours at each level.

<b>Behaviour and Consequences</b>		
	<b>Description &amp; Example Behaviours</b>	<b>Possible Consequences/ Sanctions</b>
<b>The Hesketh House Way</b>	<p>We expect everyone to follow 'The Hesketh House Way', where they can access recognition and rewards for following the school rules and displaying our school values.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"><li>• Being Safe, Ready, Respectful</li><li>• Exhibiting good character</li><li>• Trying their best</li><li>• Demonstrating the Hesketh Habits</li></ul>	<p><b>Rule reminders / Redirection</b> A gentle encouragement in the right direction. A reminder of our Code of Conduct, delivered privately wherever possible.</p> <p>Repeat reminders, if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>

<b>Stage 1: Warning</b>	<p>Behaviours that do not meet expectations but are low level. These can disrupt the pupil's learning and that of others in the class. This includes behaviours that can make school life less enjoyable for others both in and out of the classroom.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Not following the Hesketh House Code of Conduct</li> <li>• Not following instructions</li> <li>• Not listening</li> <li>• Disrupting learning</li> <li>• Running in Corridors</li> <li>• Arguing with peers</li> <li>• Boisterous behaviour</li> <li>• Talking at inappropriate times</li> <li>• Misuse of iPad (eg emails, camera, siri)</li> <li>• Distracting other pupils</li> <li>• Shouting out/ leaving seat</li> </ul>	<p>The <b>adult noticing behaviour</b> should question it using restorative statements or questions and support a correction in the behaviour. <u>(A Warning)</u></p> <p>A clear verbal warning will be delivered, privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices.</p>
<b>Stage 2: Intervention</b>	<p>Behaviours that upset other people or cause serious inconvenience to others, including the repetition of behaviours from stage 1.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Disobeying instructions</li> <li>• Incidents of taking property of others</li> <li>• Repeated stage 1 behaviours without improvement</li> <li>• Making unkind remarks (at teachers' discretion as to whether this is Stage 1 or Step 2)</li> <li>• Being disrespectful to adults</li> </ul> <p><b>These behaviours must be recorded as a misconduct in iSams</b></p>	<p>Possible consequences:</p> <ul style="list-style-type: none"> <li>• A move of place in classroom,</li> <li>• Verbal apology,</li> <li>• Letter of apology,</li> <li>• Completion of missed work/ homework,</li> <li>• Restorative act for harmed individual (something helpful)</li> </ul> <p>At this level a restorative discussion should be led by the <b>adult dealing with the behaviour</b> and could lead to one of these possible consequences, supervised by the adult dealing with the issue.</p>
<b>Stage 3: Time Out</b>	<p>This may involve misbehaviours that are deliberately unsafe and disrespectful.</p> <p>They can be intentional or repeated Stage 2 behaviours that students have been warned about.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Hurting another child physically</li> <li>• Persistently goading another child</li> <li>• Using inappropriate language</li> <li>• Misuse of school iPad which intentionally causes distress to others</li> <li>• Taking property that does not belong to them</li> <li>• Showing aggressive behaviour</li> </ul> <p><b>At this stage concerns should be recorded on CPOMS</b></p>	<p><u>Time out</u> will happen in the breaktime following an incident. During this time, the child will spend a short amount of time with the teacher who has given the time out, having a restorative conversation.</p> <p>Children will be expected to have a restorative dialogue – support documents are provided for staff.</p> <p>A reminder will be given about Stage Four should behaviour not improve following the Time Out. The Time Out should ideally be completed by the staff member who issued the time out, where possible. An apology (verbal or written) should be made where appropriate.</p> <p>The <b>Form Teacher</b> should be involved at this stage.</p>

		Parents will need to be contacted by the form teacher.
<b>Stage 4: Reflection</b>	<p>This may involve serious misbehaviours that cause injury or more serious harm to an individual. They can be intentional or repeated behaviours that students have been warned about. They may also cause damage or disruption to the school.</p> <p>This may be shown by:</p> <ul style="list-style-type: none"> <li>• A child reaching Stage 3 two to three times a week for a period of time (the period of time is at the discretion of the HH Leadership Team)</li> <li>• A child reaching Stage 4 more than twice in a week.</li> <li>• A serious breach of behaviour (at the discretion of the HH Leadership Team).</li> </ul> <p>The following behaviours will automatically put a child on Stage 4:</p> <ul style="list-style-type: none"> <li>• Purposefully using inappropriate sexual behaviour</li> <li>• Bypassing the School's filtering and monitoring systems</li> <li>• Racist, homophobic or sectarian language</li> <li>• Purposeful violent or dangerous behaviour</li> <li>• Bullying*, including cyberbullying (please refer to the Policy)</li> </ul> <p><b>All instances should be recorded on CPOMS</b></p>	<p>Possible consequences include:</p> <ul style="list-style-type: none"> <li>• A Behaviour Report*,</li> <li>• Withdrawal from Activities/Events/Trips,</li> <li>• Reflection time</li> </ul> <p><b>Reflection Time</b></p> <p>This time can be at breaktime, lunchtime, missing extra-curricular clubs, missing a opportunity to represent the school, not attending trips or other wider curricular opportunities such as author visits, special workshops etc.</p> <p>At this time, the pupil will have a Reflection Time Sheet for a stimulus which will be completed with the <b>Deputy Head</b>.</p> <p>Depending on the severity and frequency of the incident/incidents behaviour at this level can also result in working in <u>isolation or an internal suspension</u>.</p> <p>The decision regarding the severity of the consequence will be made with a member of the <b>Hesketh House Leadership Team</b>.</p> <p>A more formal restorative meeting may be required.</p> <p>Parents will be contacted.</p>
<b>Stage 5</b>	<p>Repeated or severe instances of behaviour could result in formal serious sanctions.</p> <p>This step will happen at the discretion of the <b>Hesketh House Leadership Team</b> and may depend upon the frequency and the severity of the pupil's Stage 4</p>	<p>In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, a parent / carer will be contacted by the <b>Head of the Junior School and/or the Head of the Primary Division</b></p>

	<p>behaviours. Pupils can be escalated to this step for persistently reaching Stage 4.</p> <p><b>All information should be recorded on CPOMS</b></p>	<p>This can result in a written warning, a fixed term exclusion or a final written warning (depending on previous incidents).</p> <p>For pupils at Stage 5 it may be appropriate to consider placing them on an individual Behaviour Support Plan.</p> <p>In serious cases it can also result in a permanent exclusion, particularly if the incidents result in pupil or staff not being safe as a result of behaviour.</p>
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### ***Tracking***

At Stage 1 and 2, iSams Misconduct wizard is used to record instances where behaviour does not meet expectations and intervention from an adult has been required. Each member of staff dealing with a behaviour incident is responsible for logging it. Weekly reports are issued by iSams to allow the Deputy Head and Head of School to monitor incidents in order to identify patterns and pupils of concern. Where repeated incidents and concerns are identified, the Deputy Head will inform a pupil's Form Teacher and develop a plan to support the pupil, and which may involve contacting parents.

More serious Stage 3 or 4, and ongoing behaviour concerns, should be recorded on CPOMS.

Pupil behaviour is also discussed at a weekly briefing attended by all staff. Pupils of concern and details around any issues are recorded and this information is emailed to all teaching staff and support staff. This, in conjunction with the Behaviour Tracking Log, provides a holistic approach to supporting pupils and their behaviour.

Tracking, via both iSams and CPOMS may also be used to identify trends in behaviour which might be more effectively addressed through form time, PSHEE lessons and/or assembly themes.

### **Homework**

If homework is late, children will be given an initial verbal reminder. If this continues, the girls will be asked to complete their homework in Homework Zone with Mrs Parrish; this may involve them missing an extra-curricular activity. Direct contact will be made with parents if issues are ongoing.

### **Removal of a pupil's iPad**

This can occur as a result of a pupil's inappropriate use of their school device and may include such offences as deliberate inappropriate internet searches, unpleasant emails, using it at inappropriate times, taking inappropriate photographs etc. This would usually be preceded by a warning from the teacher. The iPad would then be kept by the Head or Deputy Head and, depending on the severity of the incident, parents would be informed and the incident would be recorded on CPOMS.

### **Coach Behaviour**

Any bad behaviour on coaches is followed up by the Head or Deputy Head. The relevant staff at Park Road, Beech House, Girls' Division and Boys' Division are contacted if necessary to ensure 360 tracking.

Parents are contacted if it is felt to be necessary. Misconducts can be issued for inappropriate coach behaviour as appropriate.

Sanctions are given using the Sanctions Ladder and, depending on the severity of the incident, recorded on CPOMS. As an additional sanction, the coach place can be withdrawn as a temporary or permanent measure if deemed appropriate.

### **Bullying**

- Any incident of bullying or allegation of bullying is recorded on CPOMS.
- Our Anti -Bullying Policy is followed and the **Pathways of Help** are used.

### **Pupil Tracking**

- Pupils are tracked at our weekly tracking meeting attended by all staff. The Deputy Head records the name, concern and the action taken on the **Tracking Grid** (O:Drive) with some concerns also recorded on CPOMS by the class teacher.
- This information is emailed to all teaching staff and support staff.

### **Role of Class teachers and Support staff**

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

### **Monitoring and review**

As part of monitoring and review of the Behaviour Policy we have introduced the following;

- The Code of Conduct is displayed on each corridor and a copy is in the Reading Record.
- The Hesketh House Anti-Bullying Charter and the Pathways of Help, are displayed on each corridor and a copy is in the Reading Record.
- The Class Rules devised by each class are clearly displayed in each classroom.
- The ladder of sanctions is now used by all teachers and teaching assistants at Hesketh House including Senior School Staff, PE, Music and MFL staff. It is also used in the playground to encourage pupils to line up sensibly.
- The use of CPOMS has been introduced to record and track incidents of serious misbehaviour and bullying.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils.
- House meetings and weekly assemblies are now used to further develop Hesketh Habits and PSHEE themes taught in each Year.
- There is evidence of Hesketh Habits displayed in each classroom, in corridors and in shared spaces.

- Hesketh Habits whole School displays around the school encourage good habits and good behaviour.
- PSHEE themes are displayed in the Hall and reflect the topic for the term.

### **Hesketh House Code of Conduct**

**Be responsible for your own learning.**

**Equip yourself with the correct books and tools – be organised for your lessons**

**Smarten up and look the part! Take pride in your appearance.**

**Make sure you are punctual and ready for lessons-try to think one step ahead.**

**Always walk along corridors and stairs quietly in single file so our school feels calm.**

**Remember your manners- be polite and respectful**

**Take care of your belongings, school equipment and the school environment and take care of yourselves and others.**

**Be respectful**

**Be responsible**

**Be ready**

**Be smart**

## Appendix C

### Junior Boys – Promoting Positive Behaviour

#### The Park Road Way (Code of Conduct), Rewards and Sanctions

##### **Aims and Expectations**

The Behaviour Procedures of the Junior Boys School (Park Road) are underpinned by the Primary Division Policy to Promote Positive Behaviour.

It is the aim of this supporting document to provide guidance on how the school community will promote positive behaviour on a practical level and outline procedures that will help to support the school ethos of kindness and co-operation. This ethos is underpinned by the three key expectations of Park Road pupils to be '**Ready, Respectful, and Safe**'. These key expectations help to support the pastoral ethos throughout the school and alongside the Park Road Principles, encourage positive moral and social attitudes, courtesy, good manners, discipline, respect for the needs of others and spiritual awareness. They promote an environment where everyone feels happy, safe, supported and secure.

##### **Code of Conduct -Establishing whole school rules**

- There is a school Code of Conduct (See Appendix C:1) this covers behaviour expectations in and around the whole school
- Pupils must observe the Ready, Respectful, Safe code of conduct behaving with courtesy and showing respect and good manners to all
- This is shared with the Parents at the Information Evening in September
- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms

##### **Class Rules**

- As part of PSHEE at the beginning of a new academic year each class devises their own set of simple class rules. These rules are to be positive rather than negative in tone and should promote the expectations within the classroom under 'Ready Respectful Safe'
- The rules are displayed in each classroom
- Each class teacher has systems in place to reinforce the class rules and promote positive behaviour

##### **Playground rules**

There is a Playground Charter, which reminds pupils of appropriate behaviour on the playground. This is shared with pupils at the beginning of each year and in assemblies, as appropriate. (See Appendix C:2)

### **Use of mobile phones rules**

Parents are made aware of the school policy on mobile phones for pupils if they request to bring one to school. It is advised that this is only done in exceptional circumstances, namely where pupils get the coach or walk to and from school.

Pupils must sign in their mobile phones when they arrive at school. Mobile phones should not be kept in school bags. Phones are collected during the school day and signed out at the end of the day.

Anyone contravening this rule will have their phone removed for the remainder of the day and their parents will be informed. Any boy repeatedly contravening this rule will be refused the right to bring a phone to school with any further contravention resulting in a temporary confiscation.

### **Equal Opportunities**

All children, staff and visitors are treated equally regardless of gender, sexuality, race, religion, SEND or culture. Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally. We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

Pupils at Park Road are expected to display behaviours which embody the school rules of Ready, Respectful and Safe. These expectations are outlined in the Code of Conduct and apply to all areas of school life; in the classrooms, corridors, cloakrooms, playground.

Pupils meeting these expectations will be rewarded regularly.

The pastoral system works well in school because of good relations and frequent personal contacts, including positive staff-pupil relationships. Form teachers and all staff (teaching and non-teaching) and the pupils are all involved in the creation and preservation of a warm, caring, friendly and orderly school community.

## **Rewards**

Pupils are made aware of the school's expectations regarding good behaviour. The code of conduct is referenced regularly by all staff as a reminder to the pupils and, as above, examples of children acting upon this are celebrated. Assembly and PSHEE lessons focus on developing these values.

### **Whole School Rewards- House system, Merits and Golden Tickets**

- Golden Tickets are awarded to pupils specifically displaying Ready, Safe, Respectful Behaviours around school. Tickets are put into a raffle to be drawn in celebration assemblies.
- Merit marks are awarded to individuals as a reward for good work or for any notable act of personal behaviour
- Pupils are divided into four 'Houses' (Chadwick, Crompton, Dobson and Lever) and the merit marks earned by individuals are counted regularly towards a collective total for each house, the winning house is awarded with a trophy at set intervals throughout the term
- Boys represent their Houses at house days, sporting events and a variety of occasions where they compete
- All staff are assigned to also represent a house and these House Tutors encourage the boys to better themselves and further endorse children's achievement

### **Individual Rewards**

- Members of staff routinely offer encouragement, endorsement and praise when a pupil has done well or has worked especially hard
- Merits are awarded for individual performance and certificates are awarded recognise the highest individual achievers in each house at regular intervals
- Pupils receive commendation certificates for individual achievements from teachers, these are usually awarded in celebration assemblies and a record is kept by the Deputy Head
- Pupils with significant achievement in school may receive an email/letter home from teacher or the deputy head teacher
- Children who behave and contribute well to the school are eligible for selection to represent the school in teams

### **Assemblies**

There is a weekly 'Celebration Assembly'. These celebrate pupil achievement at both an individual, group/team and school level and cover a wide range of topics including academic achievements, kindness, out of school achievements, sporting achievements, amongst many others.

### **School Newsletter and Instagram**

Our weekly Newsletter to parents includes recognition of achievements both in and out of school. Teachers post regularly on 'X' and share publicly work pupils are proud of to celebrate individual, group and class achievements.

### **Responsibilities**

Children who demonstrate the expected behaviours and values of school and develop into positive role models will be eligible for a position of leadership within the school. These include:

- House Captains and Vice- Captains
- School Council
- Year 6 Monitors
- Anti-Bullying Ambassadors
- Classroom monitors

- Charity representatives
- Eco-committee members
- Digital Leaders
- Mini Maths teachers
- Beech House leaders
- Paired readers

## Sanctions/ Consequences

### **Restorative Practice**

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We expect that boys will always work hard and behave in an appropriate manner; when this is not the case sanctions are in place.

At the Junior Boys School, we aim to follow restorative practices in instances where behaviour does not meet expectations. This is in an effort to enable pupils to learn from what has happened and reflect on their behaviour, with the effect of repeat behaviour becoming less likely. Staff are expected to use restorative statements /questions in their approach to managing behaviour and these are displayed around school as prompts. These consist of:

**What happened?**

**What were you thinking about at the time?**

**What have your thoughts been since?**

**Who has been affected by what you did?**

**In what way have they been affected?**

**What do you think needs to happen next?**

The final question is designed to engage pupils in an appropriate consequence for the behaviour and should also be asked of others affected by the behaviour. Adults dealing with issues around behaviour should guide pupils to an appropriate consequence in line with the severity of behaviour.

The table below outlines some possible consequences and who should deal with behaviours at each level.

<b>Behaviour and Consequences</b>		
	<b>Description &amp; Example Behaviours</b>	<b>Possible Consequences/ Sanctions</b>
<b>The Park Road Way</b>	<p>We expect everyone to follow 'The Park Road Way', where they can access recognition and rewards for following the school rules and displaying our school values.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"><li>• Being Safe, Ready, Respectful</li><li>• Exhibiting good character</li><li>• Trying their best</li><li>• Demonstrating the Park Road Principles</li></ul>	<p><b>Rule reminders / Redirection</b> A gentle encouragement in the right direction. A reminder of our three simple rules – 'Ready, Respectful, Safe' delivered privately wherever possible.</p> <p>Repeat reminders, if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>

<b>Stage 1: Warning</b>	<p>Behaviours that do not meet expectations but are low level. These can disrupt the pupil's learning and that of others in the class. This includes behaviours that can make school life less enjoyable for others both in and out of the classroom.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Not following the Ready, Respectful, Safe Rules</li> <li>• Not following instructions</li> <li>• Not listening</li> <li>• Disrupting learning</li> <li>• Running in Corridors</li> <li>• Arguing with peers</li> <li>• Boisterous behaviour</li> <li>• Talking at inappropriate times</li> <li>• Misuse of iPad (eg emails, camera, siri)</li> <li>• Distracting other pupils</li> <li>• Shouting out/ leaving seat</li> </ul>	<p>The <b>adult noticing behaviour</b> should question it using restorative statements or questions and support a correction in the behaviour. <b>(A Warning)</b></p> <p>A clear verbal warning will be delivered, privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices.</p>
<b>Stage 2: Intervention</b>	<p>Behaviours that upset other people or cause serious inconvenience to others, including the repetition of behaviours from stage 1.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Disobeying instructions</li> <li>• Incidents of taking property of others</li> <li>• Repeated stage 1 behaviours without improvement</li> <li>• Making unkind remarks (at teachers' discretion as to whether this is Stage 1 or Step 2)</li> <li>• Being disrespectful to adults</li> </ul> <p><b>These behaviours must be recorded as a misconduct in iSams</b></p>	<p>Possible consequences:</p> <ul style="list-style-type: none"> <li>• A move of place in classroom,</li> <li>• Verbal apology,</li> <li>• Letter of apology,</li> <li>• Completion of missed work/ homework,</li> <li>• Restorative act for harmed individual (something helpful)</li> </ul> <p>At this level a restorative discussion should be led by the <b>adult dealing with the behaviour</b> and could lead to one of these possible consequences, supervised by the adult dealing with the issue.</p>
<b>Stage 3: Time Out</b>	<p>This may involve misbehaviours that are deliberately unsafe and disrespectful.</p> <p>They can be intentional or repeated Stage 2 behaviours that students have been warned about.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>• Hurting another child physically</li> <li>• Persistently goading another child</li> <li>• Using inappropriate language</li> <li>• Misuse of school iPad which intentionally causes distress to others</li> <li>• Taking property that does not belong to them</li> <li>• Showing aggressive behaviour</li> </ul> <p><b>At this stage concerns should be recorded on CPOMS</b></p>	<p><u>Time out</u> will happen in the breaktime following an incident. During this time, the child will spend a short amount of time with the teacher who has given the time out, having a restorative conversation.</p> <p>Children will be expected to have a restorative dialogue – support documents are provided for staff.</p> <p>A reminder will be given about Stage Four should behaviour not improve following the Time Out. The Time Out should ideally be completed by the staff member who issued the time out, where possible. An apology (verbal or written) should be made where appropriate.</p> <p>The <b>Form Teacher</b> should be involved at this stage.</p>

		Parents will need to be contacted by the form teacher.
Stage 4: Reflection	<p>This may involve serious misbehaviours that cause injury or more serious harm to an individual. They can be intentional or repeated behaviours that students have been warned about. They may also cause damage or disruption to the school.</p> <p>This may be shown by:</p> <ul style="list-style-type: none"> <li>• A child reaching Stage 3 two to three times a week for a period of time (the period of time is at the discretion of the PR Leadership Team)</li> <li>• A child reaching Stage 4 more than twice in a week.</li> <li>• A serious breach of behaviour (at the discretion of the PR Leadership Team).</li> </ul> <p>The following behaviours will automatically put a child on Stage 4:</p> <ul style="list-style-type: none"> <li>• Purposefully using inappropriate sexual behaviour</li> <li>• Bypassing the School's filtering and monitoring systems</li> <li>• Racist, homophobic or sectarian language</li> <li>• Purposeful violent or dangerous behaviour</li> <li>• Bullying*, including cyberbullying (please refer to the Policy)</li> </ul> <p><b>All instances should be recorded on CPOMS</b></p>	<p>Possible consequences include:</p> <ul style="list-style-type: none"> <li>• A Behaviour Report*,</li> <li>• Withdrawal from Activities/Events/Trips,</li> <li>• Reflection time</li> </ul> <p><b>Reflection Time</b></p> <p>This time can be at breaktime, lunchtime, missing extra-curricular clubs, missing a opportunity to represent the school, not attending trips or other wider curricular opportunities such as author visits, special workshops etc.</p> <p>At this time, the pupil will have a Reflection Time Sheet for a stimulus which will be completed with the <b>Assistant Head or Deputy Head</b>.</p> <p>Depending on the severity and frequency of the incident/incidents behaviour at this level can also result in working in <u>isolation or an internal suspension</u>.</p> <p>The decision regarding the severity of the consequence will be made with a member of the <b>Park Road Leadership Team</b>.</p> <p>A more formal restorative meeting may be required.</p> <p>Parents will be contacted.</p>
Stage 5:	<p>Repeated or severe instances of behaviour could result in formal serious sanctions.</p> <p>This step will happen at the discretion of the <b>Park Road Leadership Team</b> and may depend upon the frequency and the severity of the pupil's Stage 4</p>	<p>In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, a parent / carer will be contacted by the <b>Head of the Junior School and/or the Head of the Primary Division</b></p>

	<p>behaviours. Pupils can be escalated to this step for persistently reaching Stage 4.</p> <p><b>All information should be recorded on CPOMS</b></p>	<p>This can result in a written warning, a fixed term exclusion or a final written warning (depending on previous incidents).</p> <p>For pupils at Stage 5 it may be appropriate to consider placing them on an individual Behaviour Support Plan.</p> <p>In serious cases it can also result in a permanent exclusion, particularly if the incidents result in pupil or staff not being safe as a result of behaviour.</p>
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\* A Behaviour **Report Card** should enable the pupil to improve behaviour concerns raised. This would be done in discussion with the pupil and their form teacher and usually with parents. This is a formal plan to improve behaviour. It consists of a lesson-by-lesson overview of behaviour, including standard of work, which is signed by all teachers throughout the day. Parents should read and sign the report each night. This is designed to encourage good work habits by providing greater focus and immediate feedback. It is intended to facilitate change and is a mechanism of support rather than a sanction.

### ***Tracking***

At Stage 1 and 2, iSams Misconduct wizard is used to record instances where behaviour does not meet expectations and intervention from an adult has been required. Each member of staff dealing with a behaviour incident is responsible for logging it. Weekly reports are issued by iSams to allow the Deputy Head and Head of School to monitor incidents in order to identify patterns and pupils of concern. Where repeated incidents and concerns are identified, the Deputy Head will inform a pupil's Form Teacher and develop a plan to support the pupil, and which may involve contacting parents.

More serious Stage 3 or 4, and ongoing behaviour concerns, should be recorded on CPOMS.

Pupil behaviour is also discussed at a weekly briefing attended by all staff. Pupils of concern and details around any issues are recorded and this information is emailed to all teaching staff and support staff. This, in conjunction with the Behaviour Tracking on iSams, provides a holistic approach to supporting pupils and their behaviour.

Tracking, via both iSams and CPOMS may also be used to identify trends in behaviour which might be more effectively addressed through form time, PSHEE lessons and/or assembly themes.

### ***Pupil Voice***

***The Deputy Head meets with pupils regularly to ascertain pupil views on behaviour and ensure individuals feel safe in school. These meetings inform school if there is a good understanding of the expectations around behaviour and if the procedures are perceived as fair and understood by pupils.***

### ***Unsatisfactory Work***

Unsatisfactory work should be dealt with by the member of staff concerned, usually at lunchtime or break, or by referring a boy to Work Zone. Persistent work offences should be notified by the subject teacher to the form tutor. Regard should be given to the boy's obligations and the convenience of other colleagues in matters such as play rehearsals and team practices etc. Only in the case of serious

offences should boys be kept from school teams; such cases should be previously referred to the Deputy Head. If a boy frequently fails to catch up on work missed due to team commitments, this should be referred to the Deputy Head and may affect selection for future teams. This would be preceded by a warning to the boy and parental notification.

#### ***Confiscation of Property***

This should be seen as a measure to prevent inappropriate behaviour, rather than as a punishment for misconduct. The onus is on the pupil to collect confiscated items, but staff should take reasonable care of the property. No property should be kept for more than seven days without informing the parents.

#### **Removal of an iPad**

This can occur because of a boy's inappropriate use of his school device. This may include such offences as: deliberate, inappropriate internet searches; unpleasant emails; lack of care with an iPad, or using it at inappropriate times (this would usually be preceded by a warning from the teacher in question). The iPad would be kept by the teacher removing it for a period of time which may vary dependent upon the nature of the behaviour but will not usually exceed three school days. An email will be sent home to the boy's parents detailing the reason for the confiscation. If a pupil's iPad has been removed, it is their responsibility to ensure that all necessary work is caught up. Appropriate use of iPad's is shared with pupils at the beginning of each year (See Appendix 3).

#### **Role of Class teachers and Support staff**

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

#### **Monitoring and review**

Procedures for behaviour, including bullying are updated annually and re-visited with the pupils regularly through focus groups and the School Council.