



Hopton Primary School Positive Behaviour and Discipline Policy

Positive Behaviour and Discipline Policy

October 2025

At Hopton Primary School, we believe that, in order to achieve their full potential, all children have the right to be safe and happy in school. Our application of positive behaviour management strategies is a partnership between school staff, pupils and parents/carers and that all members of that partnership deserve to be treated fairly, listened to and valued as individuals. **The school has created clear guidelines for acceptable behaviour based on rewarding consistently positive behaviour.** However, we recognise that conflicts do occur. There is also a clear framework for identifying consequences for unacceptable behaviour. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Rationale

At Hopton Primary we will aim to have a calm, supportive and exceptionally well-behaved school, where all individuals are valued and respected. In our school, success across all areas will be celebrated and children will be supported to be positive members of their class, school and wider community. We encourage children to **reflect** upon their actions to make further positive choices.

1. Aims and objectives

To ensure that:

- All members of our school community feel valued and respected.
- To promote and advance good relationships and positive choices of behaviour.
- Ensure that rewards are equitable and consequences are consistently applied for the needs of the child.
- To promote consistency in the way we manage challenging situations.
- To help children take responsibility for their own behaviour, therefore becoming positive, responsible and increasingly independent members of the school community and wider community.



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This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Improving Behaviour in Schools | EEF](#)
- [Behaviour interventions | EEF](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that schools should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.



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3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Use of inappropriate language (including that of religious beliefs and medical conditions)
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Up skirting
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



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Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.



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The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The movement of children to different classrooms for either a temporary or permanent period of time can be taken at the Headteacher's discretion.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (SLT) on C poms

The senior leadership team will support staff in responding to behaviour incidents

5.4 Parents / Carers

Parents and carers are expected to:

- Support their child in adhering to the policy
- Inform the school, via e mail, of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

6.0 Ethos

At Hopton Primary School we believe that **reflection** forms a significant and vital part of a child's development. This skill underpins our behaviour policy with opportunities to allow children to **reflect** upon their behaviour provided so that future improved choices can be made. At Hopton Primary School we have three Golden Principles which help direct and implement our behaviour policy:

Golden Principles

Respect : Ourselves, each other, our environment and our school in all we say and do.

Effort: Try our hardest across all areas of our school, with each other, with adults, with our work.

Honesty: Be honest to ourselves and all around us. Be the best we can be.



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7.0 Rewards

We praise and reward children for their behaviour in a variety of ways:

- Targeted stickers
- Lunch passes (Two children from each class who can choose a friend each)
- Certificates (Weekly certificates given out as part of celebration assembly leading to the collection of star badges)
- House Points which leads to half termly and annual rewards (three house points provided for demonstrating one of the Golden Principles)
- Informing parents and carers of positive behaviour

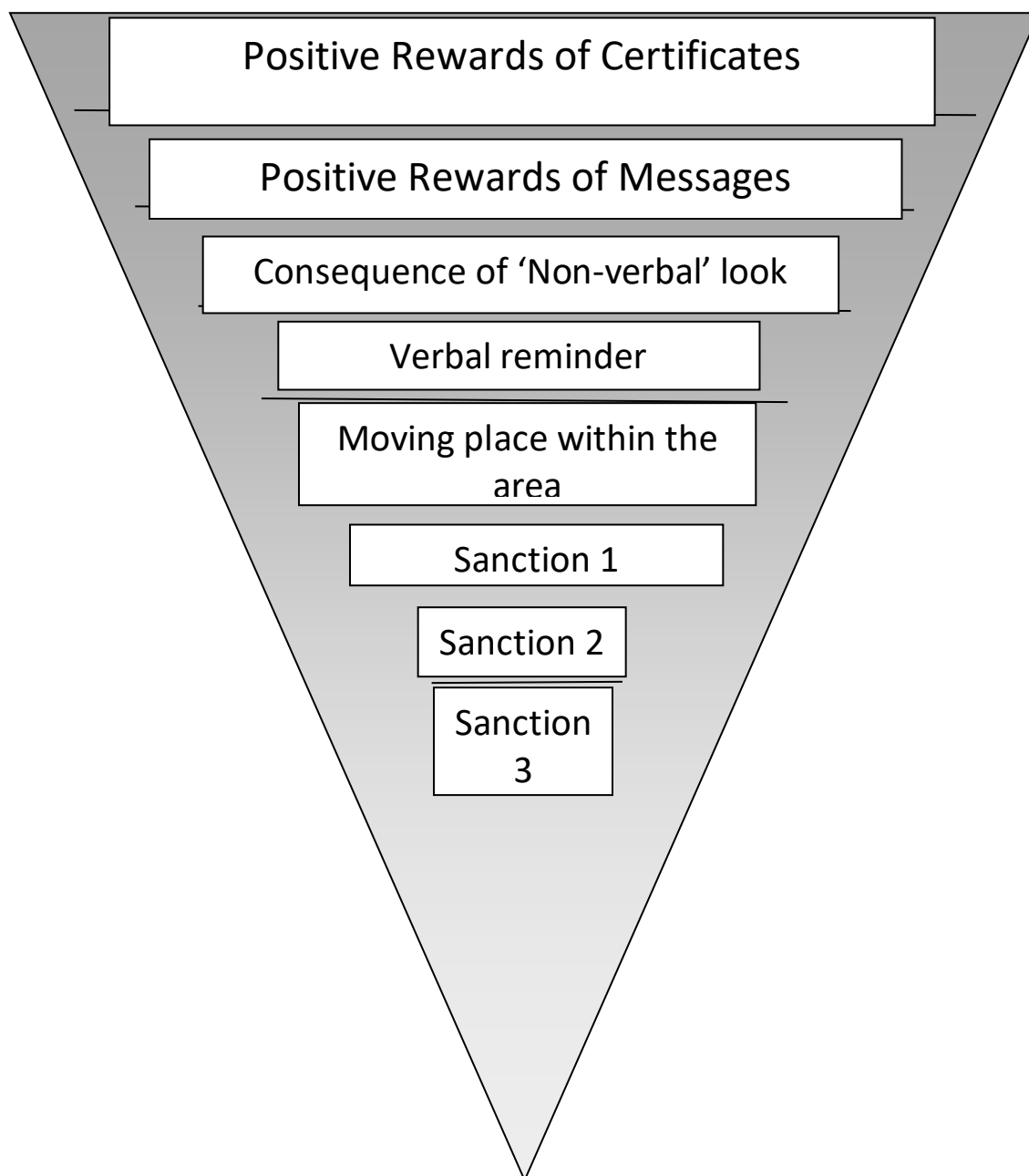
8.0 Consequences

Our prime educational function cannot operate without high levels of pupil engagement. Therefore, we expect all children to listen carefully to instructions, work diligently and respect the work, learning and play of other children. When this is not the case, we apply consequences. The image below (Appendix 2) demonstrates how we apply rewards and consequences fairly, taking into consideration individual need. **The school has created clear guidelines for acceptable behaviour based on promoting, recognising and rewarding consistently positive behaviour.**



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Consequences

If you follow the Golden Principles of Hopton Primary School then you can receive rewards and positive messages.

(Informing parents and carers, lunchtime passes, certificates, stickers, house points)

Consequence of a 'Non-verbal' look, use of positive praise to emphasise expectations and modelling of good behaviour.

1. Verbal reminder
2. Second reminder = Moving to a new area
3. Sanction 1 = Loss of privileges for 5 minutes
4. Sanction 2 = Loss of privileges for 10 minutes and a phone call to parents / carers. Recorded on internal system.
5. Sanction 3 = Sent to a member of the Senior Leadership Team. Internal exclusion for the rest of the session. Loss of privileges. A phone call to parents / carers. Recorded on internal system.



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8.1 Recording and reporting the rates and types of behaviour

For each child, teachers or senior members of staff record sanctions using our internal system: C poms. This enables teachers and senior leaders to understand the rates and types of behaviour for individual pupils and classes. This facilitates future actions and any changes to provision and learning. Consequently, as a result of an increase of rate or type of behaviour, some children may require a more personalised approach such as accessing an Individual Behaviour Plan which is communicated and agreed by children, teachers and parents or carers.

Some types of behaviour may immediately result in the highest level of consequence. These include but are not limited to:

- Physical harm
- Emotional harm
- Discriminatory behaviour
- Sexual harassment

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. 'Safe spaces' may be used as a means to calm and regulate a child. If necessary, React (physical restraint) techniques are used to restrain a child who may be putting themselves or others in danger. Some children may require a positive handling plan.

8.2 Sessions:

A session to carry out the management of rewards and consequences is based on behavior within a session. A session, in this context, is defined as either a morning, lunchtime or afternoon. Therefore, the opportunity is provided for a child to start a new session again from a position of no consequences (staff have the right to use their judgement upon this, for example, a child's behaviour may result in a consequence of Internal Exclusion for the rest of the day).

8.3 Getting the attention of children:

All staff will get the children's attention by raising their right hand with three spread fingers. Children are expected to repeat this exercise ensuring they are silent. The staff member will then quickly countdown two (two fingers together) and one (one index finger) before carrying on with their instruction. Staff members can, particularly within classrooms, use this as an opportunity, to embed our Golden Principles of honesty, effort and respect. The exception to the above, given the space provided, is when getting the attention of children during the conclusion of their lunchtime play. One whistle to stop the children and a second whistle



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signaling for children to line up.

9.0 Fantastic Walking

Children, when walking from one area to another, should do so using their 'Fantastic Walking' routine. This involves acting out the following:

- Walking in a line
- Hands cupped behind them or at the side of them
- Walking in silence
(Adults to model this routine)

10. Reflective Practice

Although we recognize that people make mistakes, we, at Hopton Primary School, encourage all stakeholders to learn from their mistakes. Therefore, **reflection** underpins our behavior policy and practice. We encourage children to reflect upon their actions asking questions such as:

- How did you feel at that time?
- How do you think that made others feel?
- What actions could you have done differently?
- How would the different actions have resulted in a different outcome?

When children receive a sanction 2 or 3 the staff member will record their reflections upon the incident using our internal system: C poms.

11. Physical Restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from :

- a) Committing a criminal offence
- b) Causing personal injury or damage to a property
- c) Prejudicing the maintenance of good order and discipline at the school or among the pupils, whether during a teaching session or otherwise.

The DFE document, 'Use of reasonable force in schools' offers clarification on the use of force in schools.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others



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- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

(See the Restrictive Interventions Policy for further detail)

12 The role of the class teacher

- 12.1 It is the responsibility of class teachers to lead the application of the schools' behaviour policy ensuring that their classes behave in a responsible manner throughout the school day. Teachers and adults of children in Early Years will implement the behaviour policy with necessary amendments taking into consideration their age.
- 12.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 12.3 The class teacher treats each child fairly, and applies the school rules consistently. The teachers treat all children in their classes with respect and understanding.
- 12.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENDCO/ Key Stage Lead / Headteacher.
- 12.5 The class teacher liaises with the school SENDCO and external agencies, as necessary, to support and guide the progress of children when relevant.
- 12.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



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13 The role of the Headteacher

- 13.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.
- 13.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 13.3 The Headteacher monitors records of incidents of misbehaviour including all incidents of bullying, racist or homophobic behaviour.
- 13.4 The Headteacher has the responsibility for giving suspensions to individual children, when deemed appropriate, for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, or where the school has demonstrated that it is unable to meet the needs of a child, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 13.5 The Headteacher will produce a termly behaviour record within the Leadership report to governors.



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14 The role of parents and carers

- 14.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 14.2 We explain the school rules as set out in this policy and we expect parents and carers to read them and support them.
- 14.3 We expect parents and carers 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 and carers immediately if we have concerns about their child's welfare or behaviour.
- 14.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. In the very rare event that concerns are not resolved then parents can contact school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

15 The role of governors

- 15.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 15.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

16 Suspension and permanent exclusions

- 16.1 We do not wish to exclude any child from school, but sometimes this may be necessary. We follow the statutory guidance (School Suspensions and Permanent Exclusions 1st September 2023) which details the legal responsibilities for those who may suspend and permanent exclude.
<https://www.gov.uk/government/publications/school-exclusion>

17 Drug- and alcohol-related incidents

- 17.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a suspension.

18. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.



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We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

19. Hopton Primary School takes behaviours of sexual harassment and sexual violence very serious with every incident investigated with appropriate and proportionate consequences applied

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This includes the sharing of nudes or semi-nudes and up-skirting.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- The school's response will be:
Proportionate
Considered
Supportive
Decided on a case-by-case basis

20 Staff Development and Support

- 20.1 New staff, supply and volunteers are made aware of the school behaviour policy during their induction. Training is recorded on the staff training log (see Appendix 1)



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Appendix 1: Training Log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE



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Appendix 2: Classroom consequences chart

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