

HOBLETTS MANOR JUNIOR SCHOOL

Positive Behaviour Policy

Our behaviour strategy is aimed at supporting positive emotional, social and physical health and improving educational outcomes for all our children by promoting and supporting their engagement with learning and decision-making.

This policy reflects the values, ethos and philosophy of our school in relation to behaviour support. It is a working document and as such, it reflects the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole staff team and presented to the Governing Body.

Introduction

At Hobletts Manor Junior School, we value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe, positive and fair learning community for all. We expect everyone to act with courtesy and respect for each other at all times.

This policy is based on legislation and advice from the Department for Education (DfE) on:
[Behaviour in schools: advice for headteachers and school staff](#)
[Searching, screening and confiscation: advice for schools](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
[Restrictive interventions, including the use of reasonable force, in schools](#)
[Supporting pupils with medical conditions at school](#)
[Special Educational Needs and Disability \(SEND\) Code of Practice](#)
[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

As a school, we aim to inspire all our children to be proud, confident lifelong learners to achieve success for all. Everyone at our school has a part to play in the preparation of our children for life beyond school by being a role model of positive citizenship. Our behaviour strategy is aimed at supporting positive emotional, social and physical health and improving educational outcomes for all children by promoting and supporting their engagement with learning and decision-making. All aspects of our behaviour management are built on the foundations of the shared values of our school (Respect, Determination, Self Belief, Teamwork, Enthusiasm and Responsivity) and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance). Everyone in our school has the right to feel safe, valued and respected. The aims of this policy reflect the behaviour principles of our Governing Board and is underpinned by the principles of prevention, proportionality, dignity and safeguarding.

This policy sets out a clear, consistent and inclusive framework for promoting strong relationships and positive behaviour across our school. It reflects our commitment to safeguarding, equality, positive mental health, restorative practice and high expectations for all. Our behaviour approach is proactive, relational and supportive. Behaviour is not simply managed it is taught, nurtured and understood.

Aims

- To support children in developing self-respect, self-esteem, courtesy, tolerance, teamwork, trust and honesty as essential qualities for life
- To promote fair treatment and equal access for all by ensuring responses to behaviour are equitable, proportionate and the least restrictive possible

Reviewed September 2026

Next Scheduled Review September 2027

- To promote positive relationships and a safe, calm, supportive and engaging learning environment
- To support children in managing their own behaviour, resolving conflict and making positive choices
- To develop an individual and corporate responsibility for the safety of ourselves and others and to be reflective of the choices we make
- To help children understand that actions have consequences. take responsibility for them and repair harm where needed
- To provide opportunities for children to reflect upon their choices and learn from them
- To establish a clear, consistent and fair approach to behaviour for the whole school community
- To ensure that positive behaviour is encouraged and recognised
- To ensure compliance with statutory guidance, safeguarding expectations and human rights duties

We have an agreed Code (RFR), which helps us to work together for excellence to ensure Hobletts Manor Junior School is a successful school. It is based on three key behaviours. We expect all members of our community to be:

Respectful
Friendly
Responsible

Hobletts Manor Junior School and Relational Practice

Relational Practice is an approach to positive behaviour management that prioritises prosocial feelings of everyone within the dynamic we have adopted and embraced as a school. The principles upon which it is based are:

'A shared focus on inclusion of all children and young people within their educational setting'

- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

'The process of taking the necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

All of our staff have received Relational Practice training and Mrs S Short (Headteacher) and Mrs C Short (Inclusion Co-ordinator {InCo}) have been trained to deliver training to new staff members and provide refresher training and ongoing advice.

Training is focused upon de-escalation and restoration. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Leaders will ensure that new staff receive a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. Ongoing training in behaviour management, and the impact of special

Reviewed September 2026

Next Scheduled Review September 2027

educational needs and disabilities (SEND) and mental health needs on behaviour, will be offered to any staff who require it, so they can fulfil their duties set out in this policy

Teaching and Modelling Behaviour

We teach behaviour as part of our curriculum, including through:

- PSHE/RSHE lessons
- Assemblies
- Social stories, small group interventions and 1:1 work
- Explicit teaching of routines, transitions and expectations
- Modelling calm, respectful interactions
- Teaching conflict resolution and problem solving skills
- Opportunities for reflection and repair and incidents

Staff use consistent language and routines to promote predictability, safety and emotional regulation

Valued Behaviours

Valued behaviour is a social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering; valued behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Valued behaviours are held in high regard by an individual, the community or the environment. They:

- create helpful feelings in self or others
- are characterised by a concern for the rights, feelings and welfare of others
- benefit other people or society.

Regular opportunities are provided for children to explore these behaviours to enable them to be used in daily life.

Everyone who comes into the school - learners, parent/carers, staff and visitors - has responsibility for promoting positive behaviour, by example, showing courtesy, politeness and respect for others.

In our school we use a variety of strategies to promote good behaviour:

- positive feedback through focused praise
- being fair and consistent throughout the school
- modelling the desired behaviour
- listening to the learners
- pre-empting challenging behaviour

Behaviour which fosters our values will be acknowledged by all staff with positive consequences. Through these consequences, we aim to develop internal discipline, which leads to self-regulation. Children learn to manage their own behaviour rather than rely on external controls.

We have whole school systems in place to reward children that include:

- Weekly Celebration Assembly – including the presentation of certificates for Values, Home Learning, Curriculum, Lunchtime, Mathematics and English.
- Daily Stars for English, Maths, Curriculum and ‘Star of the Day’.
- Friendly Leaves for acts of kindness
- Ask me why stickers (awarded by any member of the team for great work/effort) and the Headteacher, for exceptional effort/work.

- House Points – 1 for Daily Stars, 2 for Star of the Day, reading 7 x weekly and Friendly Leaf, 3 for Ask Me Why Stickers and 4 for Ask Me Why wristbands.
- Marvellous Me – badges for daily and weekly stars, Friendly Leaves, Ask Me Why stickers and Wristbands, 5 and 7 times weekly reading and weekly Top Ten Rockers.

Each class may also have individual and whole class reward systems in place to celebrate and encourage good behaviour. These may include:

- Stickers and certificates
- Showing work to the Headteacher, other teachers, classes and/or in assemblies
- Sharing and discussing work with other children
- Contact with parents/carers with positive comments (face-to-face, phone, text, Marvellous Me)

*Despite focusing on rewarding **valued** behaviours, we recognise that at times, children will not follow our Code and consequences will follow. These consequences seek to develop a child's sense of reality and each consequence is an opportunity to teach new behaviour. To enable change, behaviour needs to be understood rather than suppressed. As such, pupils will be helped to reflect upon the causes/triggers/reasons for their actions as well as the impact that they have had upon themselves and others. Opportunities to discuss what they have learnt will focus on risk reduction help them identify a different choice moving forward and provide opportunities to restore and repair.*

Inconvenient Behaviour

Behaviour that is not sociable in the company of others, but not to the detriment of others is defined as being inconvenient.

Inconvenient Behaviour	Examples	Response/Consequence
Behaviour that is not sociable in the company of others, but not to the detriment of others.	Not listening, rocking on a chair	Praise positive behaviours from other learners Non verbal warning about behaviour. Proximity of adult Private reminder regarding desired behaviour – e.g, thank you for sitting safely
Failure to respond to the above response will lead to an Educational Consequence – <i>the learning, rehearsing or teaching so that the freedom can be returned e.g. completing tasks, rehearsing, assisting with repairs, educational opportunities, conversation and exploration</i>		

Detrimental Behaviour

Behaviour that hurts or hinders an individual, the community or environment is defined as detrimental. Such behaviour can be categorised as either difficult or dangerous. It:

- Creates unhelpful feelings in self and others
- Is likely to cause injury, harassment, alarm or distress
- Violates the rights of others

Detrimental Behaviour	Examples	Response/Consequence
Difficult - behaviour that is detrimental but not dangerous	Defacing other's work, rudeness to an adult, swearing, making insulting gestures, throwing equipment	Protective consequence - <i>removal of a freedom to manage harm e.g. increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space, exclusion</i>
Dangerous – behaviour which will imminently result in danger to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility	Stealing, making prejudiced comments or abuse, bullying, sexual harassment	Educational Consequence – <i>the learning, rehearsing or teaching so that the freedom can be returned e.g. completing tasks, rehearsing, assisting with repairs, educational opportunities, conversation and exploration</i> Reflect, repair and restore <i>How can we put the harm right? What have we learnt so we can avoid similar incidents happening again? How can we make things better for XX/you? If everything was going to be alright, what would need to happen? How can you help to put this right? How can we make it OK for you to go back to, What do you think X might need?</i> Parent/Carer contacted Behaviour Log completed Repeated incidents of difficult behaviour and all incidents of dangerous behaviour will be referred to a member of the SLT

For all incidents involving detrimental behavior there will be an opportunity for those affected by an incident to re-visit the experience by re-telling and exploring the story with a changed set of feelings.

During the incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to re-visit the experiences with each child once calm, relaxed and reflective (regulated). The process focuses on the harm that has been done and how the harm can be repaired. It looks at experiences, feelings and needs and plans to ensure conflict is less likely to happen in the future. Examples of restorative questions are given above however for children with communication needs or complex conditions that effect communication additional differentiated approaches may be used. Examples include the use of Social stories, Comic Strip Conversations, the use of signs, pictures and symbols to communicate emotions or the completion of a 'Roots and Fruits' tree.

When faced with more challenging behaviour a range of de-escalating strategies may be used including:

Reviewed September 2026

Next Scheduled Review September 2027

- the use of positive phrasing (e.g. Stand next to me),
- providing limited choice (We can talk here or in the library),
- disempowering the behaviour (We will carry on when you are ready),
- the use of de-escalating scripts (Child's name, I can see something has happened, I am here to help, talk and I will listen, come with me and.....)

Prejudice-Based Behaviour

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Under equalities legislation such incidents must include any related to disability or health condition, gender, gender identity, race, religion, sexual orientation and family circumstance. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the Governing Board via the Headteacher's report.

This not only ensures that all incidents are dealt with appropriately, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

In the first instance involving prejudiced behaviour, where it is not clear that the child understands the hurt caused, a discussion will be held with the Headteacher to enable the child to understand the seriousness of this behaviour. In all cases, Parents/Carers will be informed and the incident logged. Repetition will result in consequences associated with dangerous behaviour.

Bullying and Harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied and those who bully

For further information, please see the Anti-bullying Policy available in school or on our website. Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

<https://www.hoblettsjm.herts.sch.uk/page/?title=Policies&pid=56&login=true>

Off-site Behaviour

Consequences may be applied where a pupil does not follow our code when representing the school. This includes times when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

Reviewed September 2026

Next Scheduled Review September 2027

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

Online Behaviour

The school can issue consequences to pupils for online behaviour when:

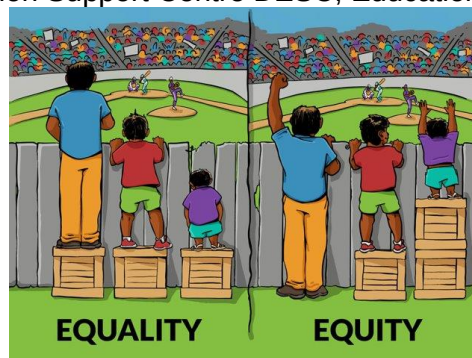
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Learners with Special Educational Needs

We expect all learners to follow the RFR Code. However, this may be more difficult for some learners at certain times. We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs.

At Hobletts Manor Junior School we aim to afford all learners the same equal status, rights and opportunities (equality) and use differentiated measures to do so. This may include the use of clear targets with specific rewards, alternative rewards or consequences (recorded on an individual behaviour plan and shared with parents/carers) and the use of outside agencies (Dacorum Education Support Centre DESC, Educational Psychologists etc.)



We look to work closely with parent/carers in supporting the school in managing their child's behavioural issues. If appropriate, a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour despite having received significant intervention and support as outlined in the school's SEND Policy. It may for example be appropriate to complete a Families First Assessment if multi-agencies are involved with the child or a Pastoral Support Plan (PSP) if the child is at risk of exclusion.

Physical Intervention

On rare occasions, school staff may need to use restrictive interventions to safeguard pupils or maintain discipline within the school environment. Department of Education, *Keeping children safe in education, 2025 Statutory guidance for schools and colleges* recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims. Restrictive intervention refers to any action, physical or non-physical, that

Reviewed September 2026

Next Scheduled Review September 2027

restricts a pupil's movement. We are committed to ensuring that the use of restrictive interventions are last resort measures and look to avoid use wherever possible through anticipatory support and reasonable adjustments for our most vulnerable pupils, including those with SEND.

Restrictive interventions and reasonable force will only be used when they are **necessary and proportionate**, after de-escalation strategies have been attempted where appropriate and when there is a clear risk of serious harm to the pupil or others, or serious damage to property or to prevent disorder. Parent/carer consent is not required to use restrictive interventions and restraint. Staff have received Therapeutic Thinking Training including moving and guiding skills.

Section 93 of the Education and Inspections Act 2006, gives schools the power to use reasonable force to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from causing disorder among pupils during school activities, including during off-site visits
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

As a school we will notify parents/carers of any significant use of force, seclusion or restraint on the same day, and follow this up in writing.

Suspension and Permanent Exclusion.

The aim of our school is to ensure the safety and well-being of all our pupils and staff. A decision to suspend or permanently exclude a child could be taken in response to a serious breach of the school's behaviour policy or if the result of the child remaining in school would be a significant risk to the welfare and/or education of themselves or others. The decision is made by the Head teacher using a wealth of information and working closely with those who have been working to support the child. Where the child is SEND the role of the InCo will be essential in making this decision.

Links with Home

At Hobletts Manor, we seek to build a partnership with parents/carers so that they are able to support the school in promoting their child's good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. If ever a parent/carer has a question or concern, we ask that they always contact the school; it is vital that we work together as one. We also ask that if parent/carers have any suggestions for policy development that they contact the school so that we can work together to provide the very best support for all. Information about behaviour can be found via a number of sources including through newsletters and through awards that are sent home.

The Role of Governors

The Governing Body has the responsibility of setting the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour policy.

Complaints

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints. Further details can be found in school or on our school website.

Procedures for Review and Evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation takes place on at least an annual basis. Monitoring can take place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Pupil voice feedback
- Involvement of pupils in environment walks and interviews
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom and play/lunchtime drop-ins.
- Analysis of data re restorative activities, exclusions etc.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Appendix A: Helpful and Unhelpful Feelings

Helpful Feelings – feelings we want to create within our school community			Unhelpful Feelings – feelings we want to protect our school community from feeling		
Liked	Loved	Respected	Angry	Sad	Alone
Involved	Included	Comfortable	Worried	Lonely	Misunderstood
Motivated	Safe	Encouraged	Cautious	Anxious	Embattled
Able	Brave	Curious	Shamed	Blamed	Criticised
Capable	Valued	Secure	Hopeless	Scared	Withdrawn
Relaxed	Hopeful	Optimistic	Depressed	Fearful	Panicked
Calm	Trusting	Determined	Naughty	Hurt	Ashamed
Tolerant	Needed	Kind	Reluctant	Judged	Powerless
Inquisitive	Happy	Absorbed	Hopeless	Useless	Humiliated
Playful	Proud	Enthusiastic	Defiant	Tearful	Aggressive
Supported	Wanted	Understood	Excluded	Unsure	Frustrated