



Halton Community Combined School

Behaviour Policy

At Halton Community Combined School, we care about every member of the school community. This policy is about how we work together to ensure that everyone feels included, valued, safe and listened to. It sets out our expectations of behaviour, how we celebrate the good things and what we do when things go wrong.

Adopted by Full Governing Body	September 2026
Responsible Sub-Committee	Teaching and Learning Committee
Review Cycle	Annually
Date of Next Review	September 2027

Halton Community Combined School

Behaviour Policy

This policy should be read in conjunction with the Anti-Bullying Policy

Aims and expectations

Our aim is to develop confident, creative and respectful individuals able to act collaboratively and to make responsible choices. We aim to fulfil our responsibilities as a learning community through vibrant and effective teaching and learning, through the development of outstanding behaviour for learning and behaviour around the school and through use of a fairly administered, well-understood set of aims and expectations.

We focus on values that are important to Halton pupils and use the language of values education to discuss 'values in action' during the school day. Our six school values are:

Positivity
Respect
Perseverance
Loyalty
Honesty
Courage

The school values are consistently referred to as a benchmark of expected behaviour; pupils are encouraged to regulate their own behaviour in light of school expectations.

When children see good behaviour modelled around them, they are much more likely to display good behaviour themselves. All members of the school community will therefore be expected to follow the expectations set out in this policy. If children are to learn about respect and politeness, and be in a position to handle conflict well, then they must see adults around them talking to all members of the school community with respect and dealing with conflict in a fair, calm and open way.

A whole school approach to expecting, developing and insisting on respectful behaviour can only come with consistency. Children need to know that good behaviour is recognised and that all instances of inappropriate behaviour will be dealt with fairly and consistently across the school; this needs to be demonstrated on a daily basis by all who come into contact with our pupils.

It is important to have a shared understanding of the types of behaviour that we expect, and those we should not accept, and how we deal with them. It is important that when behaviour is unacceptable then it is the behaviour, and not the child, that is criticised. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The STEPS approach to behaviour management

In line with other schools in Buckinghamshire, Halton Community Combined School has undergone training in STEPS, a recognised behaviour management programme which has been introduced by the Local Authority with training delivered by the Pupil Referral Unit (PRU). All members of staff will receive regular STEPS training which focuses on creating a positive approach to behaviour management, allowing staff to understand why certain behaviours are displayed as well as knowing how to appropriately handle difficult or dangerous behaviours. This allows our school to maintain a culture of consistency and calm, particularly with regards to behaviour management.

In our school, the implementation of STEPS training will be led and monitored by the **Headteacher**.

Aims and Expectations

All staff should acknowledge when children behave appropriately and should respond accordingly, referring directly to the behaviour. This can be a range of rewards from a smile, a thank you, a sticker, a note to parents, recognition from another adult via a 'kindness label' which will be placed in the main entrance. As well as this, all classes will earn "Dojo points" using Class Dojo, an online reward tool.

<https://www.classdojo.com/en-gb/?redirect=true>

All children will collect Dojo points which go towards earning a merit certificate. Every child will receive a certificate for every Dojo milestone they reach (*see threshold below*). Teachers will share positive words about each child and will also allow their peers to say positive comments as well.

Bronze = 100 Dojos

Silver = 200 Dojos (in total for that academic year)

Gold = 350 Dojos (in total for that academic year)

Platinum = 500 Dojos (in total for that academic year)

Any child whose name does not appear on the class behaviour sheet at the end of each day will be given a Dojo point to count towards their next merit; this is in recognition of the fact that they have met the School's expectations for behaviour for that day. Class behaviour sheets are not to be displayed for children to see.

Pupils are sent to the Headteacher for a Headteacher's award when their learning or behaviour exceeds expectations; when a child consistently receives awards then a letter may be sent home by the Headteacher, recognising individual achievement.

Consequences are used to impress upon a child that they have made the wrong choice in their behaviour and should always be issued in a calm and controlled manner.

Working to develop effective learning behaviours is a key part of pupils' time at Halton School – low level disruption has a significant impact on the learning, not only of the pupil themselves, but also that of the cohort. If a child behaves inappropriately in lessons a 'stepped approach' is used by all teachers, including those providing cover – the steps are included as an appendix so that they can be easily shared with any adult leading a class (see appendix 1). Behaviours are dealt with consistently across the school, pupils are regularly reminded of school expectations and parents are kept informed of any repeated behaviours so that they can work in partnership with the school.

Any child who is regularly receiving yellow or red cards, their parents will be contacted by the class teacher or the Headteacher. If the behaviours continue, a behaviour plan (PiP) will be created, in line with STEPS, and this will be shared with parents and any staff who come into contact with that child (e.g. after school club and midday supervisors). The plan aims to reinforce a consistent approach, bespoke to that child, with the intention of guiding the child to develop more regular positive behaviours in school. The plan will be reviewed regularly and shared with parents whenever it is updated.

A child receiving a red card has stopped the lesson four times and has had to spend 10 minutes in another classroom; the class teacher will speak to parents on the day to tell them that this has happened. The system is not designed to catch children out, but instead to promote positive behaviour, to allow teachers to teach and children to learn. Restorative conversations will always take place with a child following an incident of negative behaviour.

Alongside the stepped approach to learning behaviours, there are various steps which can be taken to deal with inappropriate behaviour at any time of the school day. [Appendix 2 deals specifically with behaviour in the playground at break and lunch times.](#)

The chart below reflects unacceptable behaviour in ascending order of severity and gives examples of possible consequences:

Type of behaviour	Possible Consequences
Minor	
Inappropriate response to adult Being unkind to others Low-level disruption of learning, e.g. calling out in class	Verbal reminder/ talking about positive behaviour with appropriate adult
Major	
Being rude or defiant Pushing/hitting/kicking/spitting/biting etc. Bullying incident Racist/discriminatory remark Swearing Theft of property	Verbal reprimand/ talking about behaviour with appropriate adult Child sent to the Headteacher / Senior leader Calm time Restorative consequence to match the inappropriate behaviour e.g. written apology, tidying the classroom, discussion about the impact of behaviour with the aggrieved person where appropriate (this will be facilitated by an adult) Incident recorded in the 'Incident folder' by the Head teacher Conversation with parents Behaviour Card Behaviour plan / Pastoral Support Plan implemented
Extreme	
Malicious damage to school property or displays Fighting/encouraging fighting Racist/discriminatory insult Assaulting a child/adult Repeated bullying including cyber bullying Intentionally accessing inappropriate internet sites	Reimbursement for damage as appropriate Child sent to the Headteacher Loss of privilege Meeting with parents Letter from Headteacher sent to parents Internal exclusion Lunchtime exclusion Behaviour plan / Pastoral Support Plan implemented Professional involvement e.g. EP involvement/Referral to PRU Fixed term or permanent School exclusion for most serious cases – see below

This chart, and hierarchy, is a guide only; rewards and consequences will be decided in light of each particular incident and will always be age appropriate. The Headteacher will make the final decision on what is appropriate in any given circumstance, after discussions with relevant members of staff. Consequences will be concluded in a positive manner with expectations of good behaviour re-established. Restorative conversations will always take place with a child following an incident of negative behaviour and will involve the class teacher and/or a member of the Senior Leadership Team.

When considering appropriate consequences, we recognise that it is important to investigate an incident and listen to all sides rather than jumping to conclusions. All incidents involving poor behaviour choices will be logged on CPOMS by the member of staff first 'on the scene'. These will be shared automatically with

senior leaders and designated safeguarding leads. Incidents that involve children deliberately causing significant hurt to another child, either verbally or physically, will be recorded in the Incident file in the Headteacher's office and discussed with all parents involved. Bullying, or discriminatory behaviours, can happen as a one-off incident or over a period of time and all such incidents will be recorded. Bullying incidents, or accusations, will be dealt with robustly and each individual case will be dealt with appropriately. (See Anti-Bullying policy) If a child's name is recorded in the Incident file three times in a half term, then a letter from the Headteacher will be sent home and meetings arranged as appropriate.

Pupils with SEN are known to all staff and, where appropriate, rewards and consequences may be adapted for individuals with specific needs; behaviour charts may be used to celebrate and reward the positive behaviours demonstrated. Pupils are taught to accept this as normal practice.

Parents will be informed if a child's behaviour is a cause for concern or if inappropriate behaviour is occurring regularly.

Midday supervisors speak with the class teacher, the Family Support coordinator or the Headteacher following an incident or a cause for concern. If behaviour at lunchtime is likely to escalate or become extreme, then Midday Supervisors should send straight away for staff to come to the incident. A member of the Senior Leadership Team will always be present on the playground at lunch time.

Behaviour outside of school premises

Our expectations for behaviour remain high at all times, including when the children are not on the school premises. In line with government expectations, the Headteacher and other senior leaders have the power to decide on appropriate consequences for pupils for their misbehaviour outside of the school premises including:

- **When pupils are online**
- when taking part in any school-organised or school-related activity
- when travelling to and from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Incidents will be managed on a case by case manner. Any consequences will be decided in light of each particular incident and will always be age appropriate. The Headteacher will make the final decision on what is appropriate in any given circumstance, after discussions with relevant members of staff. Consequences will be concluded in a positive manner with expectations of good behaviour re-established.

Behaviour online

Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and involving to the designated safeguarding lead when an incident raises a safeguarding concern.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

- the **CONTENT** accessed by pupils
- their **CONDUCT** on-line
- who they have **CONTACT** within the digital world
- **COMMERCE** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in our online safety policy and our Staff Handbook and Staff Code of Conduct.

Mobile phones and devices

Mobile phones cannot be used during the school day. For pupils who wish to bring mobile devices to school, these will be placed in a locked cupboard in each individual classroom for the duration of the day. Children should not use their mobile phone at all whilst on the premises, including when they are lining up at the start of the day and at PTA events.

Any child found using a mobile phone on site will be reminded of the expectations. A repeat offence will lead to that child being unable to bring their mobile phone in to school. Our mobile phone policy is published on the school website. Smart watches are not to be worn at any time in school.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff understand the importance of challenging all inappropriate language and behaviour between pupils and any incidents will be reported immediately to the Designated Safeguarding Lead with all incidents being recorded on CPOMS by the staff raising the initial concern.

Liaison with Parents

All parents will receive a copy of the Behaviour Policy when their child joins Halton School; the policy will be available on the school website and discussed regularly with pupils. Each year a Home School Agreement will be sent home with each pupil to be signed by the pupil, parents and teacher. On a daily basis communication with teachers is through the Home/School diary; we pride ourselves on being a school where open communication can nip problems in the bud – face to face conversations with teaching staff are encouraged at times that they do not hinder classroom routines; the Family Support Coordinator is available at the beginning and end of every school day and Headteacher is also available to talk to parents.

By accepting a place at Halton School, parents are expected to work in partnership with the school and support the aims of this policy. The school will regularly seek the views of the school community on behaviour and conduct and will respond to any concerns raised. The school wishes to support parents in their bid to secure acceptable standards of behaviour at home as well as in school. By working in co-operation with parents, the school seeks to build a community that is a secure, happy, caring and purposeful learning environment for all. Implementation of the behaviour and anti-bullying policies will be part of induction for all staff, staff will also be asked to read and sign the Halton School Code of Conduct.

Halton School will not tolerate any violent or abusive actions against staff. Only by engaging in a mutually respectful dialogue can school and parents work together to encourage high standards of behaviour in school.

Physical management

We always aim to deal with incidents positively and without having to manage children physically. If a situation arises where a child's own safety, or the safety of others, is compromised or school discipline is being seriously undermined, then a pupil may be guided away from, or removed from, the situation as a last resort. Appropriately trained staff will be deployed if a pupil is likely to need positive handling. Staff training includes de-escalation techniques to ensure positive handling is only used as a final and last resort. Staff may act to avert '*an immediate danger of personal injury to or an immediate danger to the property of, a person (including the child himself)*' as detailed in subsection 548(5) of the Education Act 1996. The school follows advice on the use of '*reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder*' as given in DfE guidance 'Use of reasonable force - Advice for headteachers, staff and governing bodies' July 2013.

Should 'positive handling' need to be considered for any pupil on a regular basis then relevant members of staff will be appropriately trained to allow them to deal with any incidents where the child may need to be restrained. A clear and calm verbal warning will be issued to the child that force may have to be used to remove them from a situation and whenever possible an additional adult will be present to support, observe and call for assistance. All classes have a red triangle card which can be used to send for either the Head teacher or Family Support Coordinator who will respond immediately. Any force used should aim to bring about a swift conclusion to the incident and should ensure that there is minimal risk of injury to the child. Any incident of handling will be recorded in a Bound and Numbered book; a record of the incident will be kept in the Incident file and parents will always be informed. A digital record will also be uploaded to CPOMS, our electronic record system. Restorative conversations will always take place with a child following an incident of physical management.

Suspension and Exclusion

If a child's behaviour shows no improvement after all options available to the school have been used and all other procedures followed, then a child may be suspended for a fixed term. Whenever a pupil is deemed to be at risk of suspension because of their behaviour, there will be regular communication with parents and, where appropriate, relevant support agencies. An individual behaviour plan outlining support and sanctions will be put in place where appropriate.

A child may also be suspended on a fixed term, or excluded permanently, if an incident, in the opinion of the Headteacher, is serious enough for the child to be immediately suspended or excluded without prior strategies being employed. Examples of this may include physical violence to a member of staff or pupil or extensive vandalism to school property.

Fixed-term suspensions and permanent exclusion

Only the Headteacher (or the acting Headteacher) has the authority to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently and may convert fixed-term suspension into a permanent exclusion, if circumstances warrant this. Should suspensions or exclusions ever be necessary, the school will follow County Guidelines, which have been adopted by The Governing Body, and the most current DfE guidance: copies of these will be made available to parents. Parents of the pupil/s involved will be contacted immediately by the Headteacher and a formal letter will be sent. Parents will be invited to discuss the suspension or exclusion and the meeting will involve relevant staff. If a child is in danger of being permanently excluded every effort will be made to arrange a 'managed move' to an agreed school if this is considered appropriate. This would be with the agreement of the parents and both schools. The Education and Inspections Act 2006 places a duty on the parents of an excluded child to ensure that they are not present in a public place during school hours, without reasonable justification, with or without their parents - failure to comply with this is an offence and can result in a fixed penalty notice.

From the sixth day of a fixed-term suspension, the school is required to make provision for the pupil's education. If the suspension total exceeds 15 days in a term, is permanent or will result in a pupil missing SATs tests the Pupil Discipline Committee of the Governing Body will meet as soon as possible (and within 15 days) to consider whether the Governors uphold the exclusion. If the exclusion is between 5.5 and 15 days the Pupil Discipline Committee will not automatically review the exclusion; they will meet however, if the parent requests this, even if the parent does not attend (this meeting will take place no later than 50 days after the Governing Body is informed of the exclusion).

A re-integration meeting will be held prior to a pupil's return, this meeting will be minuted and a copy of the minutes will be sent home and to the LA; this should leave pupil and parents in no doubt about the consequences of any further misconduct.

All suspensions or exclusions are recorded and a copy of documentation sent to the LA. The Chair of Governors is made aware of any exclusions. A copy is kept on a pupil's records until they leave the school. In line with Local Authority expectations, school will report when a child has received 3x internal suspensions.

Monitoring

This policy will be monitored by the Headteacher and in consultation with all staff; reductions in the number and regularity of incidents will be used as a measure of success.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy sits alongside the Anti-Bullying policy.

Appendix 1

Positive Behaviours

Reinforcement of positive behaviour will continue as per the Behaviour Policy. Pupils receive a variety of 'awards' alongside verbal praise from all adults - Dojo points are given in class and on the playground for demonstrating the school values and for positive attitudes learning and for positive behaviours in and around the school. Pupils can also receive a kindness label or be sent to the Headteacher for a Headteacher's Award.

Stepped approach to disruptive behaviour in class

(To be shared with supply teachers at the beginning of the day)

Disruptive or unacceptable could include:

- Not following adult instructions
- Intentional poor presentation e.g. doodling in a workbook
- Playing with equipment on the table
- Disruption to learning by calling out or interrupting the adult
- Answering an adult back
- Disrespectful language
- Off task, inappropriate behaviour
- Persistent disruption which stops others from learning
- High levels of defiance
- Not lining up properly at the end of break times
- Being late back to class after break times
- Leaving the classroom / playground without permission (e.g. to get something from their locker)

This is not a definitive list. Please see the Senior Leadership Team if you have any queries regarding specific behaviours not on this list.

Step 1: *A pupil demonstrating unwanted or unacceptable behaviour will be first asked to stop.*

Step 2: *If the behaviours continue then this should be addressed with a **verbal warning**, delivered quietly 1:1 whenever possible. Child's name to be recorded on Weekly Behaviour Chart not visible to pupils.*

Step 3: *If the behaviours continue then this should be addressed with a **yellow card**. A child should not be given a yellow card if they have not been previously given a verbal warning.*

Step 4: *If the above behaviour does not stop, a 'time out' **red card** should be issued resulting in 10 minutes' time out in an agreed classroom (with a timer). The child will take their work with them to complete during this time. A restorative discussion will take place at a convenient time between the teacher and pupil.*

A 'straight red card' can be issued if any of the following behaviours are displayed:

- Violent outbursts
- Threatening behaviour
- Pushing
- Inappropriate language (e.g. swearing, sexualised, racist or homophobic language)
- Intentionally leaving adult supervision

Parents will be contacted if their child receives a 'straight red card'

This is not a definitive list. Please see the Senior Leadership Team if you have any queries regarding specific behaviours not on this list.

Step 5: *Following a red card and a return to class, should the behaviours continue then this requires the child to be '**parked**' in an agreed classroom, with work to complete, until the next lesson. Restorative conversation should take place with a member of SLT prior to the return to class.*

Step 6: *the behaviours below require **removal from class** by a member of the Senior Leadership Team and could be followed with an internal suspension depending on the severity of the behaviour. Parents will be called;*

- Persistent repetition of behaviour which is disrupting learning
- Verbal abuse, including shouting, swearing/inappropriate language
- Intimidation of children or adults
- Persistent defiance
- Causing physical harm
- Damage to property
- Damage to classroom

Any extreme incidents will be dealt with individually by the Senior Leadership Team.

Names of children on steps 2-6 will be recorded on the weekly Behaviour Monitoring sheet which will be shared with the Headteacher at the end of the week. Any child who receives 3 or more yellow cards in one week, their parents or carers will be contacted by the class teacher. Any child receiving a 'straight red card', their parents will be contacted by a member of the Senior Leadership Team.

Positive Intervention Plans (PIPs):

For any children repeatedly appearing on Behaviour Monitoring Sheets, the Headteacher will meet with class teachers to discuss strategies in line with STEPS as a way of identifying and analysing negative behaviour patterns as well as looking for opportunities to encourage positive behaviour. If appropriate, a **PIP** will be created and will be shared with parents and all staff who are likely to come in to contact with the child (e.g. class staff, wrap around care, midday supervisors). This will ensure a consistent approach to handling behaviour across the school.

Positive Intervention Plans for named pupils will need to be followed as these may have additional or different steps to those outlined above.

Completion of work

If a child needs to miss their morning break for completing insufficient work (judged on an individual basis according to the needs of the child and the attitude to learning demonstrated) then they should be sent to the ICT room where they will be supervised by an adult and will work quietly for no longer than 10 minutes.

If a child needs to miss part of lunchtime break to complete unfinished work (as above) then they will need to attend the designated Lunchtime Supervision Room with a designated adult for an agreed amount of time between 12.30 – 12.50

Teachers will record the names of pupils being asked to complete work at break times on the Behaviour Monitoring sheet; this will be shared with the Headteacher at the end of the week and with parents if necessary.

Appendix 2

Behaviour on the playground

The School aims for consistency in behaviour management across the school day, so that all of the children are treated with respect and that they in turn treat the adults with respect too.

Potential incidents on the playground are divided into different 'levels' of behaviour.

Level 1: e.g. disrupting games, deliberately upsetting people etc

Level 2: e.g. physically hurting others, swearing / using inappropriate words, being rude to adults etc.

Consequences

If a child displays any of the behaviours listed above, they will be removed from the area they are in and sent to see the designated member of the Senior Leadership Team who is on the playground for that day. The member of SLT will then deal with the incident, allowing the other staff supervising to continue to watch the other children.

If, after investigation, the SLT members decides that a child has committed a Level 1 or Level 2 behaviour, the child needs to be sent to the ICT room where a member of staff will be waiting to supervise some quiet reflection time.

Level 1 = Spend 10 minutes of their play time in a designated room supervised, and then be allowed to go back onto the playground. This will be done discretely so as not to humiliate any child involved.

Level 2 = miss the rest of that playground session in a designated room.

The playground behaviour system is designed to ensure that children are treated consistently so that play times and lunch times are safe and enjoyable for all our children.

Names of children will be recorded on the weekly Behaviour Monitoring sheet which will be shared with the Headteacher at the end of the week. Any child who is persistently displaying Level 1 behaviours, their parents or carers will be contacted by the class teacher. Any child displaying Level 2 behaviours, their parents will be contacted by the class teacher that day.

Appendix 3

Kids Kapers – (breakfast and after school club)

We have the same high expectations for behaviour at Kids Kapers as we do during the school day.

Similar to how we manage playground behaviour, potential incidents at Kids Kapers are divided into different 'levels' of behaviour.

Level 1: e.g. disrupting games, deliberately upsetting people etc

Level 2: e.g. physically hurting others, swearing / using inappropriate words, being rude to adults etc.

If a child displays any of the behaviours listed above, they will be removed from Kids Kapers and sent to see the designated member of the Senior Leadership Team who is on site that day.

The member of staff will then deal with the incident, allowing the Kids Kapers staff to go back to the other children.

Level 1 = Spend 10 minutes of their time with the SLT member for that day and then be allowed to go back to Kids Kapers. This will be done discreetly so as not to humiliate any child involved.

Level 2 = miss the rest of that session, time out with SLT member. If appropriate, parents can be called to collect children early.

Any child who is displaying Level 1 behaviours, their parents or carers will be spoken to by the Kids Kapers Manager at pick up time. Any child displaying Level 2 behaviours, their parents will be spoken to by a member of the Senior Leadership Team at pick up time.

Please note: Persistent poor behaviour could result in your children being unable to attend Kids Kapers.