



Behaviour Policy

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1. Our Core Values

At Hope Community School our core values are:

- **Openness – We are open to new ideas and include everyone.**
- **Creativity – We use our imaginations and are productive.**
- **Adventure – We are courageous and keep trying.**
- **Excellence – We do our best and keep improving.**

Underpinned by a Christian Ethos which means that we are loved and accepted by God.

2. Our Rules

Our school rules are our values in practice. They are:

Current:

Be Kind

Work Hard

Be Safe

Proposed for 2025_26:

We are kind.

We are productive

We keep trying

We do our best

3. How we promote *positive* behaviour

We encourage our pupils to develop our core values, follow the school rules and succeed

in school by:

Verbal recognition and praise	Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.
Recognition board	We choose to publicly acknowledge where children demonstrate our school values – over and above normal good behaviour.

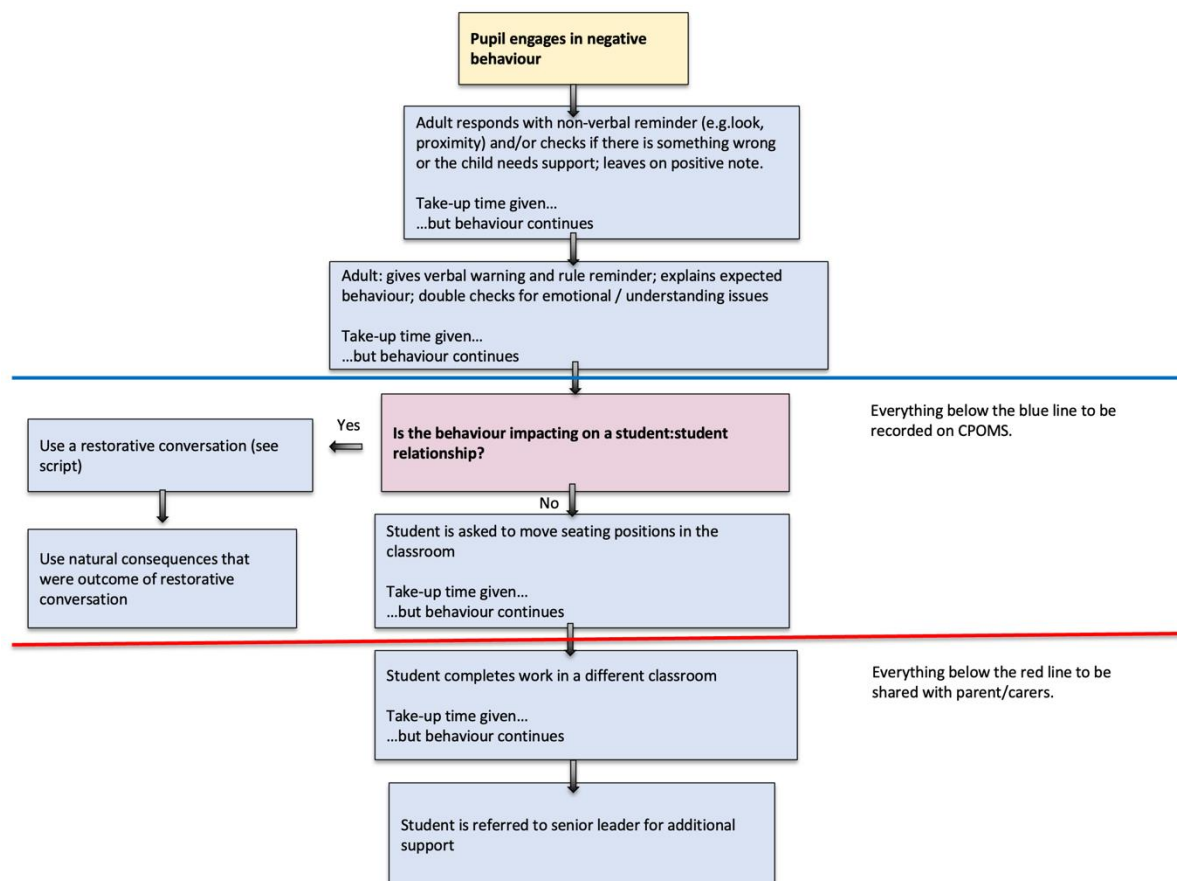
	We explicitly say what the behaviour was as other children will naturally try to emulate it.
Dojo points	Dojo points are awarded for children demonstrating our school values.
Values certificates	During our Values Collective children are awarded a Values certificate for being a great example of one of our school values.
Lunch raffle tickets	If children display positive behaviour during lunchtimes they win the chance to have a golden table meeting with the Principal.
Headteacher Awards/Sharing good work	If children do some excellent work they may share it with other staff or the Principal.

4. How we reduce *negative* behaviour

When a student engages in a behaviour that is not in line with our values, we will respond in one of two ways.

If the behaviour has damaged a relationship, we will manage the behaviour through a restorative conversation (see the appendix for a sample script for a restorative conversation). This should result in a natural, proportional consequence to discourage this behaviour in the future - and help the student understand the impact on their actions on the people around them.

Otherwise, we will respond using a consistent system of consequences. Between each consequence, the child will be given “take-up time” to think about their actions and improve their behaviour.



5. Supporting children with additional needs

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school. We identify those children through teacher referral, parental referral, child self-referral – and through weekly reviews of behaviour data collected through our behaviour monitoring system.

We support those pupils through assessments, written behaviour plans and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals who support our school. Where pupils have high levels of sustained need, this process may result in an application for an EHCP, that provides for the child’s needs on a long-term basis.

To ensure equality of opportunity, we will make reasonable adjustments where appropriate, and the strategies in a pupil’s support plan will take priority over the rewards and sanctions described on the previous page.

6. Suspensions

Fixed term suspensions are used either for serious misdemeanours or when other avenues have been explored, or because of a serious incident.

We follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of suspension. Early intervention will be our basic principle to preventing suspensions.

Only the Principal has the power to suspend a pupil. No pupil may be given fixed term exclusions totalling over 45 days in one academic year. All suspensions are notified to the Local Authority. Any single exclusion of fifteen days or over must be considered by a committee of governors.

Pupils who are excluded for a fixed period will be reintegrated into the school by staff, and a strategy put in place to promote positive behaviours in the future. Parents / carers' will be involved in this process.

In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, Hope will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance. We will commit to supporting any permanently excluded child to find the best educational provision appropriate to him or her.

7. Related Policies

- Anti-bullying policy
- Safeguarding policy
- Special needs policy
- Searching, screening and confiscation policy

8. Managing malicious allegations

If a student makes an allegation against a member of staff that - after investigation - is determined to be false and malicious, we will consider whether disciplinary action is required against the student. This will be proportional, based on the individual case and take into account the needs and feelings of all parties involved.

Appendix 1: Restorative Conversation Record

Name _____ Year _____

Date _____

What happened?

What were you thinking at the time?

What do you think about it now?

Who else has been hurt by what happened?

How did it hurt them?

What needs to happen to make things right again?

Appendix 2 - Hope School Routines and Visible Consistencies

Anything that happens regularly in a classroom needs a set routine which is Decided, Demonstrated and Demanded.

Meet and greet at the start of the day.

Recognition boards – Routinely advertise wanted learning behaviours through writing names on a recognition board.

Team Stop – Adult raises hand [instead of other systems such as a sound, count down or loud voice.](#)

Partner talk (No hands up) – Hands up responses allows pupil opt out. Partner talk ensures all children participate.

1,2,3 – Routine for any whole class movement e.g. table to line or carpet to table.

Fantastic lining up – Be quiet, Face the front, One behind another.

Fantastic Listening – Look at the person talking, Think about what they are saying, Ask a question to find out more.

Appendix 3 – Useful scripts

1. Gentle Reminders (low-level disruption)

“Remember, in our classroom we [state expectation]. Thank you.”

“Let’s get back on track — show me how we [expected behaviour].”

2. Positive Framing

“I know you can do this — show me how you [expected behaviour].”

“I can see you’re finding it hard. Let’s see you try [positive action].”

3. Choice & Consequence

“You have a choice: [positive behaviour] and stay here, or [negative behaviour] and [consequence].

What do you choose?”

“If you [positive behaviour], then you can [positive outcome]. If not, then [consequence].”

4. De-escalation

“I can see you’re upset. Let’s take a moment.”

“I’ll give you some space, and we’ll talk when you’re ready.”

“I want to hear you, but we’ll do it calmly.”

5. Restorative Questions (after the incident)

“What happened?”

“What were you thinking/feeling at the time?”

“Who was affected?”

“What can we do to put it right?”

“How will you handle it differently next time?”

6. Whole-Class Consistency

“In this classroom, we [rule/expectation].”

“We show respect by [example].”

Tips:

Keep tone calm and steady.

Be brief and consistent — repeat the same phrases.

Pair words with non-verbal cues (pause, proximity, eye contact).