

Hingham Primary School



Positive Behaviour Policy

Formally adopted by the Governing Board	
On:-	10.09.2025
Chair of Governors:-	Susan Gothard
Next review:-	September 2026

AIMS

Hingham Primary School is a safe environment where all can teach, learn and achieve in an environment that promotes lifelong learning.

To help create and maintain an atmosphere of mutual trust and understanding where all members of the school community can grow, we should remember our Golden Rules.

The Golden Rules

The Golden Rules have been created by the children through the School Council, that everyone follows.



OUR BEHAVIOUR SYSTEM

We have behaviour system that is used throughout the school.
The expectation is that all children are 'On Board' with following the school rules.



- Every child starts each day with their name 'On Board.'
- Good behaviour moves them up to the Star and then the Shooting Star.
- If a child breaks a rule, their name is moved to the corresponding golden rule, to remind them of what it is that they need to do to make a change and to get their name moved back up on to 'On Board'.

If a child reaches the “Shooting Star”, they are recognised in Celebration Assembly which takes place once a week.

If they earn ten “shooting stars” they receive a Bronze award. 10 more results in a Silver award and 10 more results in a Gold award.

ALL staff members use the behaviour system, reinforcing the Golden Rules at all times.

PROMOTING POSITIVE BEHAVIOUR

To support our children in making good decisions we use the following activities, reminders, rules, and guidelines.

Behaviour Golden Rules

Whole school agreed rules

Circle Time

Opportunity for whole class discussion in a structured fashion

PSHRE

Personal, Social, Health, Relationship and Economic Education including R-Time resources

Rtime

Learning social skills while building self esteem

Class rules

A class-specific set of rules that are put together at the beginning of the year to underpin the Golden Rules

School Council

An elected group of children who represent their class and bring issues and ideas to the Senior Leadership Team and Governors

Assemblies

A time to celebrate the positive values that we share in our school, including Celebration Assembly

Y5 and 6 leaders

Pupils in Y5 and 6 who take on responsibilities across the school and are role models for other children

All Staff

Support the pupils in following the Golden Rules, whilst promoting positive behaviour at all times

CHILDREN WITH SPECIFIC BEHAVIOURAL SUPPORT NEEDS

Children who have specific behavioural issues will be supported to follow the Golden Rules at all times. This may be adjusted according to their need or supported through their One Page Profile or Positive Behaviour Plan. Most staff are trained in the principles of Norfolk Steps and specific staff are trained in Step Up. See below for more detail.

RESTORATIVE APPROACHES

Restorative Approaches underpins the way that behaviour is managed in our school. First and foremost, this is about the staff and children developing relationships of trust, tolerance and compassion between all in our school community.

For us, Restorative approaches means that we work towards:

- Building resilient relationships that can disagree; can repair; have understanding and integrity; are honest; allow independence and risk taking; allow mistake-making
- Enabling a person to deal with a difficulty without blame/shame
- Taking responsibility for actions and repairing damage to relationships or objects
- Challenging a person to reflect on actions and understand their choices
- Supporting a person to challenge another who they believe to be acting without respect

This is a tough response and some children find it difficult to “own their behaviour”. We believe a child cannot learn if excuses are made for them and they are not supported in solving their own problems through restorative conversation.

Restorative enquiry script:

Who has been harmed or affected?
What were you feeling?
What’s happened/happening?
What do you need to feel better about this?
What do you think needs to happen to put this right?

NORFOLK STEPS

Hingham Primary School uses Norfolk Steps Approach. Our staff are trained regularly in using relationship building, de-escalation scripts and using physical intervention.

Norfolk Steps views all behaviour as communication and understands that behaviours that challenge or harm are often a presentation of unmet need.

Norfolk Steps recognises that behaviours can escalate, and risk of harm can arise due to unmet needs.

Norfolk Steps techniques seek to avoid injury to the CYP; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

SANCTIONS

We follow up with any child who has not followed the Golden Rules by thinking about an educational consequence that relates to the rule that has been broken. We ask the children how they can “fix the damage”.

Any incident of negative behaviour is recorded on our centralised system - CPOMS.

These incidents are monitored by SLT during weekly safeguarding meetings to ensure that we are doing enough to support the child in making the right choice.

IMPORTANCE OF WORKING WITH PARENTS

We value the close working relationship between school and home. It is essential that both parties support each other on promoting positive behaviour.

If it is seen as necessary, with parental permission, outside agencies may be brought in to support the child, school and family.

EXCLUSIONS

The ultimate sanction for extreme behaviour, available to all schools, is formal suspension. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on their return which both parents and the child sign, agreeing terms for re-admission. If behaviour continues to be unacceptable and unmanageable a child may be permanently excluded. These are of course extreme measures and are rarely used at Hingham.

This policy was reviewed with School Council Representatives in November 2022