



St Hilda's C.E. Primary School

Behaviour and Inclusion Policy

2025

At St Hilda's Church of England Primary School, we nurture children to become respectful British citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement for I trust your commands. Psalms 119:66

Our School Values

- **Trust** - *Always telling the truth, being someone people can trust and rely on*
- **Respect** - *Showing manners, speaking and behaving politely, treating others in the way you would wish to be treated yourself*
- **Aspiration** - *To be the very best we can be and encourage this in others*
- **Community** - *A sense of belonging that connects us, used to bring people together to support each other and develop relationships*
- **Compassion** - *Showing love and understanding towards others and a willingness to help*
- **Knowledge** - *A commitment to learning so that you succeed in life...the more you learn the more you grow*

Overview

Relationships and inclusivity are central to the ethos of St Hilda's CE Primary School. Positive interactions are promoted and encouraged, during lessons and across every aspect of school life.

We uphold the five principles of Relational Inclusion in all our endeavours, demonstrating that we:

- believe if a child could do better they would;
- recognise relationships are everything;
- accept all emotions, not all behaviours;
- identify and address the cause, not the symptoms;
- foster a culture of compassion and repair;

Shared responsibility underpins the impact and success of this policy. We work in partnership with families to ensure that the school values are central to the lives of children. supporting their growth, development, social skills and social judgement.

The Education and Inspections Act (2006) empowers the Headteacher, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off the school site, and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online-bullying and / or other online safety incidents, which may take place outside school but are linked to membership of the school community. The Education Act (2011) increased these powers with regard to the searching for and of electronic devices and the deletion of data.

St Hilda's CE Primary School will deal with such incidents and associated behaviour covered within this policy and the Online Safety Policy, and will inform parents / carers of incidents of inappropriate online behaviour that take place out of school.

Intent

At St Hilda's CE Primary School, our intention is for this policy to guide and enable all stakeholders to:

- create an ethos where children feel happy, secure and safe;
- ensure staff understand and employ effective strategies for classroom management in order to reduce challenging behaviour that may otherwise result in disengagement, bullying and aggression;
- build a school community which shows a commitment to the values of **T**rust, **R**espect, **A**spiration, **C**ommunity, **C**ompassion and **K**nowledge (referred to as the TRACCK values framework);
- develop pupils' understanding that the school values are key tools to be implemented actively into their life;
- provide pupils with the opportunity to repair and to learn from incidents, thus developing their sense of self and their ability to make autonomous decisions;
- ensure children and staff understand what is meant by justice and that everyone is treated fairly;
- help children to understand that good citizenship is based upon shared values;
- apply a zero tolerance approach to bullying;
- uphold the key tenets of British Values;
- ensure that all children are treated with respect by others and that no child treats another inappropriately because of sexual orientation, SEND, race or religious beliefs;

Important Note

This policy has been devised to support children, families and staff. We recognise that there are children whose individual needs require a personalised approach that is relative to the needs of the child and that, in certain cases, it may not be appropriate to apply a particular reparation depending on circumstances. Adults in school are encouraged to carefully consider children's additional needs, and have the scope to use professional judgement when following policy. However it is crucial that consistency remains the key priority. Benefits to children, families and staff will be limited when adults manage behaviour by using an approach that is entirely subjective.

Implementation

1. The school values of **T**rust, **R**espect, **A**spiration, **C**ommunity, **C**ompassion and **K**nowledge (TRACCK) are promoted consistently across all aspects of school life by children and staff. There is also a strong emphasis on forgiveness.
2. All children are taught and guided to treat others with respect. Children are given the opportunity to reflect on their behaviour and to explore ways in which forgiveness can be used to bring about a resolution.
3. Staff receive the necessary support and professional development to implement effective behaviour management strategies that reflect and link to the school values.
4. The TRACCK (**T**rust, **R**espect, **A**spiration, **C**ommunity, **C**ompassion and **K**nowledge) values framework is used to teach, model and encourage positive behaviour. There is an expectation that teachers create planned opportunities within the timetable for discrete, taught sessions and activities to explain and demonstrate how this approach works, thus engaging the children's commitment and understanding.
5. Every member of staff is responsible for the behaviour of the children in their care.
6. Where a staff member is experiencing difficulty managing a particular issue, they can discuss this with a member of the Senior Leadership Team who will agree an appropriate strategy of guidance and support.
7. Staff in school involve parents / carers at an early stage when a child is experiencing challenges. For children who exhibit more challenging behaviour, a targeted approach will be implemented to support individual needs.
8. School involves outside agencies, as appropriate, where there is a concern in relation to behaviour.
9. If it is thought that a child will benefit from spending time away from school to reflect, this will be discussed with parents and may result in the child being suspended and / or excluded from school by the Headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines.
10. This policy promotes the excellent ethos of the St Hilda's CE Primary School; its content is designed to ensure that children and staff are happy and that they enjoy coming to school.
11. The content of this policy underpins excellent teaching, learning and progress.
12. St Hilda's CE Primary School is committed to meeting the needs of each individual especially those identified in the 2010 Equality Act. All protected characteristics are recognised, accepted and embedded in all areas. These

include: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; homosexual, bi-sexual, trans-sexual.

Behaviours which demonstrate prejudice against these characteristics are automatically reported by the Headteacher to the Local Authority via the NOHIB (Notification of Hate Incidents and Bullying) platform.

What does positive behaviour look like at St Hilda's CE Primary School?	
Trust	➤ Take on a role in school and do it well. ➤ Always do the right thing.
Respect	➤ Display super listening and super speaking behaviours. ➤ Use manners including "Please" and "Thank you". ➤ Hold the door open for adults and children. ➤ Give others the chance to speak / respond. ➤ Follow instructions given by adults.
Aspiration	➤ Be in the right place at the right time - arrive on time and be ready to learn. ➤ Be prepared for lessons. ➤ Be a role model for positive behaviour - show a desire to positively influence the behaviour of others. ➤ Do your best!
Community	➤ Keep yourself and others safe. ➤ Follow expectations. ➤ Welcome new children and visitors with a friendly smile and a willingness to help.
Compassion	➤ Tell an adult when you or another person is upset. ➤ Listen. ➤ Acknowledge and celebrate that everyone is unique - success takes many different forms. ➤ Celebrate your own success and the success of others. ➤ Be willing to say you are sorry even though this may feel difficult. ➤ Forgive.
Knowledge	➤ Participate fully in all lessons and learning activities - listen, concentrate, take pride in your work. ➤ Be ready to share your knowledge with others. ➤ Complete Home Learning in a timely manner.

Examples of Behaviour that Require Reparation BEHAVIOURS IN RED REQUIRE THE INTERVENTION OF A SENIOR LEADER	
Trust	➤ Exhibit behaviours that show a lack of responsibility.
Respect	➤ Deliberately ignoring the person speaking to you. ➤ Absence of manners. ➤ Not giving others the opportunity to speak. ➤ Refusal to follow instructions.
Aspiration	➤ Not being ready to learn e.g. late to a lesson / activity. ➤ Disrupting the learning of others. ➤ Reluctance to engage / start work. ➤ Lack of desire to try hard. ➤ No pride in work.
Community	➤ Being deliberately violent and / or causing harm to self or another person. This includes safe and appropriate use of electronic devices and platforms. ➤ Stealing. ➤ Running in corridors. ➤ Making someone feel unwelcome e.g. by being rude.
Compassion	➤ Deliberately upsetting others. ➤ Ignoring / not listening to adults ➤ Using language or exhibiting behaviours that are derogatory and/or discriminatory based on race, gender etc. ➤ Deliberately undermining another person. ➤ Damaging personal property, school property or the property of another person. ➤ Being unwilling to take responsibility for own actions ➤ Continuing an incident that has been resolved - refusing to “move on” (harbouring a grudge).
Knowledge	➤ Lack of engagement - may include refusal and / or - reluctance to complete work, poor presentation. ➤ Not completing Home Learning in a timely manner.

Responding to Behaviours that Require Reparation

- Every classroom has a TRACCK (**T**rust, **R**espect, **A**spiration, **C**ommunity, **C**ompassion and **K**nowledge) Stars Chart on display. Rows of clear pockets display a card for each child; each card displays the child's avatar / emoji and three positive qualities. There are also cards for each value (TRACCK) which are used in relation to behaviour incidents. For example, when a child causes conflict at playtime and calls another child a name, the member of staff on duty uses the **C**ommunity value card and talks to the child about the meaning of the value of **C**ommunity. The next step is to develop a reparation. The **C**ommunity value card is placed in the child's clear pocket in the TRACCK chart and once the reparation has been completed / met, the card is removed.
- **Examples of where this approach can be used:**
 - low level conflict e.g. name calling;
 - not following instructions;
 - answering back;
 - throwing an object e.g. an eraser, without intention to cause serious harm;
 - inappropriate language;
 - deliberately upsetting children;
 - holding a grudge;
- **Summary 1 - Incident involving a pupil**
 - Can this incident be dealt with using the values framework? **Yes**
 - Choose a value which aligns to the incident.
 - Discuss the value.
 - Discuss how the pupil can repair the rupture.
 - Place the value card in the child's pocket on the chart.
 - Review and reflect at the end of specified time set by staff member.
 - Remove the value card from the child's pocket on the chart.

Remember - if you are unsure, ask for guidance!

Note - a member of teaching staff may choose - at their own discretion - to **keep a child in at break or lunchtime**. It is critical to exercise careful judgment when deciding to do this and the teacher in question must remain with the child.

Where a behaviour is serious enough (“red behaviour” - see Page 8) that it requires the involvement of a Senior Leader

- **Examples of where this approach can be used:**
 - derogatory language (protected characteristics);
 - damage to property;
 - deliberate violence intending to cause harm - includes electronic devices / platforms;
 - deliberate and sustained extreme aggression;
- **Summary 2 - Incident involving a pupil**
 - Can this be dealt with using the TRACCK Stars Value Framework? **No**
 - Refer to Senior Leader - includes discussion about how incident is to be recorded including completing paperwork.
 - Next steps are dependent upon pupil, frequency of incidents, severity.
 - Discuss monitoring period and action with staff member, as appropriate.

Recording and Reporting

- The Headteacher and Relational Inclusion Champion record and monitor incidents where SLT intervention is required.

Lunchtime

- Midday Supervisors are an integral part of the school team and play a vital role in promoting and supporting positive behaviour.
- At the beginning of lunchtime, the adult responsible for leading the class informs the Midday Supervisor of any details that may be relevant to a child's wellbeing during lunchtime.
- Either the Headteacher or the Relational Inclusion Champion (see rota) is on duty at lunchtime to support the Midday Team.
- **Red behaviours (see above) are automatically reported to the senior member of staff on duty.** It is the responsibility of the senior member of staff to update written records (see above – Page 10) with any relevant information from lunchtime.
- Any child consistently finding challenge following routines at lunchtime will be supported by the Relational Inclusion Champion (RIC) to create a plan to develop approaches for a positive lunchtime.
- Midday Supervisors may withdraw / remove children from activities for a limited time period, where necessary.
- The handover from the Midday Team to classroom-based staff at the end of lunchtime is a key transition point in the school day. The Midday Supervisor escorts the children back to class at the end of lunchtime. **It is crucial that the adult responsible for the class is in the classroom promptly and in sufficient time to speak with the relevant member(s) of the Midday Team.**

Instant Rewards and Celebrations

- Across all year groups, adults in school award **stickers** to celebrate positive behaviour and good work / effort - all linked to our school values.
- Each classroom has a **jar** that staff fill with pebbles (of varying sizes) by recognizing “in the moment” examples of groups or individual following the TRACCK values. When the jar is full, the class has opportunity to choose a short, ten-minute reward. This is specifically for the class. Pebbles cannot be lost / removed. Examples of ten-minute rewards to be discussed. **The instances of ten minutes cannot be accumulated.**
- Rewards also come through **Community Time** - a weekly opportunity for each class to build relationships and work together to encourage positive interactions. There are six teams in each class (same team names per class). A leader board is displayed centrally, which is updated with results from Community Time activities where points are awarded (this may not be every week - aim is for two competitions per term). Points are added up at the end of each half-term and there is a group celebration for the winning team.

Early Years - Rewards for Positive Behaviour

Nursery

- Star of the Day
- Stickers - instant rewards including “themed” stickers to celebrate different successes e.g. Phonics, Maths, kindness etc.

Reception

- During Collective Worship on Friday, Star of the Week is announced and “Good Work” celebrated from across the week. Star of the Week - child sits on the VIP chair the following week.

Note - Thinking Time is used as a set amount of time given for a child to reflect on their behaviour - with the support of adults - before returning to join the class.

Roles and Responsibilities

The Governing Body is responsible for:

- reviewing and approving this policy in conjunction with Headteacher;
- monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation;

The Headteacher, with the support of the Relational Inclusion Champion, is responsible for:

- reviewing and approving this policy in conjunction with the Governing Body;
- ensuring that the school environment encourages positive behaviour and that staff manage behaviour effectively;
- monitoring how staff implement this policy to ensure approaches are applied consistently;
- analysing written and electronic behaviour records in order to support children and staff;
- reporting information about behaviour to the Governing Body;

Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalized approach to the specific behavioural needs of particular children;
- facilitating resolution and forgiveness;

The Senior Leadership Team support staff in responding to behaviour incidents.

Parents are expected to:

- support their child(ren) in meeting expectations including following rules;
- inform the school of any changes in circumstances that may affect their child(ren)'s behaviour;
- discuss any behavioural concerns with the class teacher in a timely manner;

Children are expected to:

- follow the Behaviour Policy and have an understanding appropriate to age and / or ability;
- explain how the school values and the gospel value of forgiveness can bring a resolution to problems and enable everyone involved to move forward;

Useful Documentation

The Relational Inclusion Team / Channel is regularly updated with a range of useful documentation to which staff should refer for guidance with supporting children's behaviour. In the Files / Documents Section (drop-down menu) of this channel is a file named **Setting Boundaries - Year Group Documents**. These documents are an invaluable guide to classroom expectations, with detailed information about how our school values can be put into practice. When children (as a class) fulfil these expectations, this is an ideal opportunity to reward the group by adding a pebble to the reward jar. The documents are also a useful reference point for staff who are new to school and / or covering a class.

Ratified by the Governing Body on Monday 26th January 2026

This policy will be reviewed annually.

Next review September 2026