



# Behaviour for Learning Policy – Primary Phase

“Belong, Respect, Inspire, Succeed, Enjoy”

<b>Approved by:</b>	HLC Governing Body	<b>Date:</b> 5 February 2026
<b>Reviewed:</b>	January 2026	<b>Reviewed By:</b> Milli Couzens
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## HLC Values

At HLC primary, we are dedicated to fostering an environment where exemplary attitudes, behaviour, and pastoral care are central to all our children's education. We are committed to encouraging positive behaviour both in classrooms and throughout the school, ensuring that every child strives to achieve their best, irrespective of gender, ethnicity, additional needs, or beliefs. Our behaviour policy is implemented in the Early Years from the outset, fostering a positive, respectful, and inclusive environment that aligns with the Early Years Statutory Framework. We prioritise clear expectations, consistent routines, and positive reinforcement to promote children's personal, social, and emotional development. Through age-appropriate strategies, we encourage self-regulation, mutual respect, and understanding of boundaries, ensuring children feel secure and valued. Our approach also reflects the statutory emphasis on safeguarding and the importance of building strong relationships to support every child's well-being and development.

We believe that the foundation of this positive culture lies in effective communication with parents and carers, as well as maintaining consistency and fairness in our interactions with all pupils and building an environment where mutual respect is at the forefront of everything we do.

We aim to build strong community ties and nurture positive relationships within the school and the local area through our partnership approach. By teaching children to take responsibility for their actions both in and out of school, we strive to nurture global citizens for the future.

The HLC Primary behaviour curriculum aims to support children to behave positively by explicitly teaching the behaviours, routines and expectations of all children from Nursery to Year 6. We recognise that effective behaviour management, and creating a safe culture and ethos, requires a shared understanding of expectations between staff and children and a consistent approach by adults who are champions of all children and thrive to establish excellent behaviour across school.

Our HLC school values underpin all that we do, throughout our bespoke whole school curriculum, across whole school behaviour initiatives and through encouraging our children to be the very best they can.

**BELONG** - We create an inclusive and welcoming environment where everyone feels valued, and part of a supportive community, celebrating diversity.

**RESPECT** – We foster a culture of mutual respect by embracing differences, listening to each other, and treating everyone with kindness, fairness, and equality.

**INSPIRE** - We ignite curiosity and a love for learning by encouraging creativity, celebrating achievements, and nurturing every child's potential to be a positive role model.

**SUCCEED** - We strive for excellence by setting high expectations, providing personalised support, and ensuring all students have the tools and opportunities to achieve their best.

**ENJOY** - We foster a joyful learning atmosphere where students feel excited to learn, explore, and grow in a safe and stimulating environment that promotes happiness and well-being.

**BELONG** - I make sure everyone feels welcome by being kind and including others in my games and activities. I celebrate my friends' differences and learn from them. I help create a classroom where everyone feels safe, valued, and part of our team.

**RESPECT** - I listen carefully when others are speaking and respect their ideas, even if they are different from mine. I treat everyone with kindness and fairness, making sure my words and actions are helpful, not hurtful. I take care of our classroom, school, and the world around me by using resources responsibly.

**INSPIRE** - I try new things, ask questions, and stay curious about the world around me. I use my creativity to solve problems and share new ideas with my classmates. I encourage my friends to do their best and celebrate their achievements with them.

**SUCCEED** - I set goals for myself and work hard to achieve them, even when it's challenging. I ask for help when I need it and help others when they need support. I believe in myself and keep trying, knowing mistakes help me learn and grow.

**ENJOY** - I look for joy in every learning experience and share my excitement with my friends and teachers. I celebrate the fun of learning through play, exploration, and creativity. I help make our classroom a happy, safe, and exciting place to learn.

### **Behaviour for learning**

At HLC Primary, learning is at the heart of our school, and we are committed to creating an environment where exemplary behaviour supports productive learning.

All staff at HLC ensure that they promote positive behaviour within the classroom, around the school and in the community. We recognise that the key to creating this positive ethos is consistency throughout school; strong and respectful relationships with the children; teaching learning behaviours and delivering high quality and engaging lessons to all pupils. Learning behaviours are taught within our curriculum as well as through our bespoke behaviour curriculum.

#### **HLC Primary School Behaviour Intent**

HLC Primary aims to drive the ethos and vision of the Learning Community Trust through a considered, reflective approach to create a culture within our building and beyond, where our students are immersed in an environment that enables them to make the correct choice needed to be successful both in education and life.

At HLC Primary School we thrive to create a safe, secure, and inclusive environment where every child, family, and member of staff feels valued, respected, and empowered to achieve their full potential. We believe that positive relationships and a sense of belonging are fundamental to a successful learning experience.

We aim to teach children how to be respectful, responsible, and active members of their wider community, representing themselves and our school with pride. Through a clearly defined and consistently implemented behaviour curriculum, children understand and embody the values of **BELONG, RESPECT, INSPIRE, SUCCEED, and ENJOY** throughout every aspect of school life, including throughout the corridors, in class and on the playgrounds.

Our approach to behaviour management is rooted in fairness, positivity, and consistency. We use positive reinforcement to recognise and celebrate good behaviour, ensuring that all children feel seen, valued, and appreciated. When behaviour falls short of expectations, all children and staff understand the systems and processes in place. These systems are predictable, transparent, and applied consistently to maintain calm, safe, and productive learning environments.

We will create a culture of celebration where every child is recognised for their achievements. This includes meeting learning and behaviour expectations as well as successes outside of school, like hobbies and interests. By celebrating everything from small steps to big successes, our children will feel valued and appreciated every day.

At HLC Primary, all stakeholders know what positive behaviour looks like, and children are supported to act upon this knowledge as they grow into respectful, responsible, and proud members of their school and wider community.

#### **HLC Primary – Implementation**

We will deliver the expectations through a consistent approach that students, parents, staff and the wider community understand and apply. The application of the below strategies will fulfil our intent.

- Our students, families and staff will have a clear induction into school. A member of the pastoral team, who oversees transition, will support parents and children during their induction to HLC Primary. This will include awareness to our home school behaviour agreement.
- It is vital that our community of parents supports the policy, and this will be achieved through its fair and transparent application. Parents, alongside their children, will always understand why a consequence or reward has been given through open and honest communication, supported by appropriate evidence when required.
- HLC Primary will apply this clear and transparent policy with consistency whilst taking into consideration students with additional needs. The policy will be taught to all stakeholders and will be highlighted at all times and become part of the language throughout school.
- Through structured half termly lessons taught by class teacher, and through focused purposeful practice of basic routines and expectations.
- During weekly whole school values assemblies led by a member of the SLT team.
- Data analysis will be fundamental to meeting the expectations of the policy and in being proactive to support our students to be successful. Accurate data monitoring will support HLC Primary staff and students to uphold the policy, drive interventions and highlight success.

- There will be a robust, research driven graduated approaches to supporting our students who are failing to meet the culture of our school. Interventions to support students with additional needs will be embedded quickly and effectively.

#### **HLC Primary – Behavioural impact**

HLC Primary will meet the LCT principles for behaviours through having a daily culture of inclusivity where our students belong, feel happy and play positive role within the school community. Safeguarding systems will be robust to create the environment where students can prosper.

All stakeholders will support the application of our reward and behavioural approaches because it will have been taught, will be transparent and importantly, delivered with openness and honesty, whilst the foundation being one of training. Our curriculum will support the implementation of the policy alongside the constant reinforcement of our key values such as manners and respectfulness.

## **Supporting our Children at HLC**

### **Class Teachers**

Each class has a class teacher who is the first point of contact for pupils and parents. Parents are most welcome to contact their child's class teacher if they have any concerns or queries. Teachers are available at the end of the day or by organising an appointment with the school administrators.

### **Learning Support Mentors**

Our Learning Support Mentors support children in individual and group work both in the classroom and through targeted intervention groups. They are also our lunchtime supervisors; this ensures continuity of support for the children throughout the school day.

### **Pastoral Support**

We have two additional members of staff who make up our pastoral team. They provide additional support for our pupils in classrooms, through small, targeted interventions and at break/lunchtimes. The PSMs play a very important role, offering additional and bespoke support and guidance. They have a very good understanding of our children and monitor key aspects of student life. Parents may be contacted by a member of the pastoral team.

Pastoral staff will:

- Support pupils to remain in class and continue with their learning.
- Attend the meeting with parents/carers for a **home/school agreement** to be written and support the implementation and review.
- Log incidents on BROMCOM and make phone calls to parents/carers if needed.
- Working with external agencies who are involved with their children.
- Communicating with parents/carers, including expectations of pupils' readiness for school e.g punctuality and uniform

### **Family Support Advisor (FSA)**

Our FSA, leads on supporting families in our community, encouraging and improving parental engagement and leading on any Safeguarding issues. She supports families with a range of concerns within education and beyond. She is available every day for parents or children for support or advice.

### **Head Teacher, Deputy Headteacher, Assistant Headteachers and SENDco**

The Leadership Team are involved with children on a day-to-day basis and have overall responsibility for the support and guidance provided for our children, this includes lesson planning and behaviour management techniques. We endeavour to have a senior member of staff available at all times to meet with parents/carers should the need arise.

At our school, every staff member helps set the tone for a happy, positive place to learn. By showing kindness and respect in everything they do, our staff create a warm and welcoming environment where children feel safe, supported, and ready to succeed.

All staff follow our HLC Primary behaviour policy to make sure we're consistent in how we approach behaviour across the school. This helps everyone feel a sense of belonging and sets clear expectations for children and adults alike.

We believe in being relentlessly positive when supporting behaviour. Our staff always strive to understand the child behind the behaviour and approach every day as a fresh start. While we follow school policies, we also show warmth and care in every interaction, letting our pupils know they are valued.

Our team understands that every child is unique. When behaviour needs to be addressed, it is done respectfully and with understanding. Staff work together and support each other to uphold the standards outlined in the behaviour policy.

We also know that effective communication is key. Our staff go the extra mile to build strong relationships with pupils, parents, and carers, ensuring everyone works together to support positive behaviours. These partnerships are central to helping our children grow, learn, and thrive.

#### **HLC Primary Staff Behavioural Implementation**

To deliver our intent, our staff will demonstrate the following strategies at all times:

- Demonstrate a full understanding of the behaviour policy and apply with consistency and fairness.
- Promote the culture of reward over sanction, positivity over negativity to create strong relationships and a respectful culture.
- Apply the school's chosen 'sweating the small stuff' approaches consistently throughout the day, where necessary (see subsection for more detail).
- Positively welcome our children as they enter the school and classroom and upon exit. This should be linked to positive conversations to build strong relationships. During entry into the classroom in the morning, staff should be stood on classrooms doors, with classical music playing in the classroom (in line with sweating the small stuff expectations).
- Whilst moving around the building, staff body language should be positive, engaging with pupils and staff as often as possible. Staff will interact positively with each other and the children. Staff will hold doors for staff and students and there is an expectation for others to do the same.
- Staff will apply the LCT code of conduct at all times.
- Staff on duty on the playgrounds should conduct their role professionally to ensure behaviours are as expected but also must engage in conversations and play with students.
- The classroom environment will be created through the consistent application of policy. In addition, there is a minimum expectation that is supported by other whole school policies:
  - Clear welcome into the class for all students, engage in conversation where possible
  - Seating plans that consider behaviour and additional needs where children are sat in flexible mixed ability groups.
  - Planning of learning to consider behaviour, additional needs, ability of students
  - Staff will be mobile, moving around their rooms and supporting learning whenever possible
  - Identification of low stage of behaviours with immediate action taken
  - Constant reinforcement of positive behaviours highlighting the HLC Primary values/
- Staff will be knowledgeable in all safeguarding approaches
- Staff will be updated on wider behaviour issues within school, within our community and nationally
- Staff will report and record behaviours in line with HLC Primary systems – using the 'ABC' record and logging onto Bromcom.
- Staff will proactively engage in CPD and personal research on behaviour approaches provided through CPD.

- Consistency of application will be driven through a CPD calendar as identified by the Academy, bespoke feedback and training identified through data analysis, consistent reinforcement through approaches such as posters, video and SLT feedback

#### **HLC Primary Staff Behavioural Impact**

Our staff will be confident in the application of the policy due to extensive induction, CPD and support systems across the academic year. Their verbal and body language will exude positivity and warmth to every member of the community. Consistency will be a fundamental pillar of the HLC approach to behaviour, and this will be monitored in the following way:

- Appraisal cycles and professional conversations
- Learning walks and subject reviews
- External reviews
- Use of internal data for positive and negative behaviours at subject, year group, sub-group stages

#### **HLC Primary Staff Behavioural CPD for staff**

HLC Primary is committed to ensuring that our staff have the toolbox of skills and approaches to create the culture the Trust and Academy expect. Our staff will be comfortable to hold such high expectations of themselves and our wider HLC community through the following CPD:

- Clear induction programme for all new staff so they are fully aware of the LCT/ HLC expectations of behaviour culture, to include a minimum of:
  - Meeting with Headteacher and Behavioural lead
  - Meeting with SENDCO to discuss application of policy for those students with additional needs
  - Shared duties with SLT to review morning welcome, break, lunch and after school
  - Observation of positive classroom behaviour management
  - Attendance to parental/reintegration meetings to observe process, where necessary
- Access to the latest behaviour research shared via a LCT Behavioural newsletter
- Accessing all behaviour CPD run by HLC through professional development meetings, and LSM masterclasses.

#### **Parents will:**

- Be aware of the school behaviour policy, and the systems and processes in place (available on the school website)
- Contact the class teacher in the first instance if they have concerns about their child in school. Please email [emma.petford@lct.education](mailto:emma.petford@lct.education) to book an appointment with your child's class teacher.
- Support the school to make sure children maintain a consistently high standard of behaviour both in school and around the local area.
- Promptly inform school of any arising issues or concerns which may affect children's behaviour in school.
- Be responsible for pupils' electronic devices and monitor their usage on social media platforms.
- Support school in the teaching of safe and secure internet usage at home.
- Support school in ensuring your child is behaving appropriately and respectfully in and around the local community.

## **Pupil support and expectations**

HLC recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The SENDCO will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes. We will work with parents/carers to create the plan and review it on a regular basis.



### **HLC Primary Student Behavioural Intent**

At HLC Primary, we believe that positive behaviour is the foundation of a happy and successful school community. Guided by our core values—Belong, Respect, Inspire, Succeed, and Enjoy—we aim to create an environment where every child can thrive.

Our pupils will foster a sense of belonging by being kind, inclusive, and supportive, ensuring everyone feels safe and valued as part of our school family. Respect will be at the heart of our interactions, as we use polite words, listen actively, and show thoughtfulness towards one another, whether with peers, staff, or the wider community.

Through positive role modelling, our children will inspire and encourage each other to make good choices, helping to build a thriving and positive school environment. By understanding that good behaviour is key to achieving success, our pupils will develop the skills and attitudes needed to overcome challenges, strengthen friendships, and reach their goals.

We value the joy that comes from learning and playing together in a safe and caring school, where positive behaviour ensures that everyone enjoys their time at HLC and feels proud of their achievements. By living out these values every day, our children will help create a school where everyone can grow, learn, and be their very best.

Children will be taught and supported to understand what is expected of them at school and beyond. Across the curriculum they will learn how to approach their school day with confidence, handle different situations with maturity, and communicate their feelings and concerns in a respectful way. They will understand the reasons behind our school rules and routines, knowing that these are in place to keep them safe, happy, and ready to learn. Our pupils will also have a voice in shaping the strategies that support their behaviour, fostering a sense of ownership and belonging.

We believe in nurturing honesty and accountability in our children. They will be encouraged to reflect on their choices and take responsibility when their actions do not meet expectations. By understanding the difference between right and wrong, children will be able to resolve issues quickly, fairly, and respectfully.

Most importantly, we want our pupils to thrive in a positive environment where effort and achievement are celebrated. They will feel proud of their successes and be motivated by the praise they receive from peers, staff, and the wider community. Our children will recognise that doing the right thing is its own reward, but they will also feel valued and appreciated for their contributions to our school and beyond.

### **HLC Primary Student Behavioural Implementation**

To deliver our intent, our students will demonstrate the following strategies at all times:

- Students will understand the school expectations behaviour through half termly teaching of the HLC behaviour curriculum, regular assemblies highlighting the HLC school values, individual and small groups programme and displays across school.
- Students will understand the importance of uniform standards and will promote the expectations within the school and the community.
- When travelling to and from school, our students will understand that they are promoting the standards of HLC Primary and that they are key to the building of our reputation. This will be shown through uniform standards, and when communicating with members of the community they will use appropriate language and manners.
- Our pupils will learn to communicate politely and confidently with both their peers and adults. At HLC Primary, we expect everyone to greet each other kindly, such as saying, "good morning" or "good afternoon" and asking how someone is. Using polite words like "please" and "thank you" will show respect for others, which staff will always model.

- Pupils will move around the building in a calm and sensible manner using 'Wonderful Walking', replicating the behaviours of staff by holding doors open for each other, giving way to others when appropriate. They understand that safety is always paramount.
- Children are taught what good behaviour in their classroom looks like. Class teachers will ensure that children are taught the regular routines which occur daily i.e. entering the classroom, returning from breaktime etc. This could also include:
  - Greeting staff members upon entry to the classroom.
  - Sit in the seat the class teacher has identified for them.
  - Place their bag, coat in the cloakrooms provided in classrooms.
  - Have any necessary equipment needed to learn.
  - Follow their class teacher's expectations for conduct, specifically, when to verbally participate or when it is appropriate to listen and work.
  - Contribute positively to the lesson and complete the work to the highest standard.
  - Lining up alphabetically, in a calm and sensible manner to leave the classroom for any reason.
- HLC Primary wants our pupils to use their break and lunchtimes to develop their social skills and enjoy school life, having a release from the academic pressures and learning how to forge relationships with peers. It is important that our students learn how to self-regulate their behaviours and will act appropriately for the setting they are in with a specific understanding of others and health and safety.
- Through our behaviour curriculum, our pupils are taught how to behave with respect during lunchtimes. Pupils are expected to sit and eat, demonstrating manners expected within restaurants.
- Our students will feel comfortable and safe across school, feeling secure to report negative behaviours to staff members. Clear reporting systems will be fully understood for child on child, online safety, CSE, radicalisation and areas such as homophobia. Our children will know that action will be taken by our staff and all reports will be thoroughly investigated.
- When needed, identified pupils will engage in behaviour interventions because they know that staff are being supportive.
- Pupils will treat their peers and staff with respect. This includes the way they speak to staff members if a consequence has been issued due to not following the school expectations for behaviour.
- All pupils will uphold themselves to our school values: belong, respect, inspire, succeed and enjoy.

**BELONG** - I make sure everyone feels welcome by being kind and including others in my games and activities. I celebrate my friends' differences and learn from them. I help create a classroom where everyone feels safe, valued, and part of our team.

**RESPECT** - I listen carefully when others are speaking and respect their ideas, even if they are different from mine. I treat everyone with kindness and fairness, making sure my words and actions are helpful, not hurtful. I take care of our classroom, school, and the world around me by using resources responsibly.

**INSPIRE** - I try new things, ask questions, and stay curious about the world around me. I use my creativity to solve problems and share new ideas with my classmates. I encourage my friends to do their best and celebrate their achievements with them.

**SUCCEED** - I set goals for myself and work hard to achieve them, even when it's challenging. I ask for help when I need it and help others when they need support. I believe in myself and keep trying, knowing mistakes help me learn and grow.

**ENJOY** - I look for joy in every learning experience and share my excitement with my friends and teachers. I celebrate the fun of learning through play, exploration, and creativity. I help make our classroom a happy, safe, and exciting place to learn.

- Conduct themselves in a respectful and responsible manner when online (including games) demonstrating an awareness of online safety they have learnt in school.

#### **HLC Primary Student Behavioural Impact**

Our students will meet the principles as outlined by the LCT because they want to be the best they can be. They will embrace a positive, supportive culture where respect and manners result in mature interactions.

Both within and outside of the academy our students will represent the values of the academy because they genuinely want to and recognise its importance.

They will understand the behaviours required to maintain an orderly building within our corridors, our eating areas and importantly, our classrooms. This understanding of the why, will result in honesty and acceptance around sanctions that eliminates confrontation and avoids damaging relationships. It also provides solid foundations for the reporting of incidents with students knowing their concerns will be taken seriously.

Students will know that staff care at all times, this will be highlighted within the approaches taken by staff and will lead to engagement by our learners in interventions to support them. Students will know that our staff will not give up and this will be demonstrated in below average suspensions and exclusions. They will know that they belong to their school and that staff will always support them.

#### **HLC Primary Student Behavioural CPD for students**

Our Academy is committed to ensuring that our students have the required skills to fulfil the expectations set by the academy and the LCT. Knowledge of these expectations and clarity of approach through the policy is fundamental to creating the transparency needed to create a positive student culture.

Our students will access the minimum programmes:

- A clear induction when joining the school which details the expectations for behaviours
- Regular assemblies, curriculum sessions that deliver the clarity of the procedures but also teach the skills needed to meet the demands of the policy
- Displays around the academy to reinforce expectations
- Regular newsletters home to enable parents to support their child
- Strong communication through a variety of sources to homes to support their child in meeting the expectations
- Access to small group and individual support programmes to modify behaviours

## Rewards and Recognition

HLC Primary School is dedicated to fostering a positive achievement culture rooted in our core values: **belong, respect, inspire, succeed, and enjoy**. We believe every child thrives in an environment that prioritises rewards over sanctions, recognising and celebrating their efforts, achievements, and positive behaviour.

Creating a sense of belonging is central to our ethos. We ensure pupils feel included, safe, and valued by celebrating diversity and encouraging kindness. Respect is promoted through active listening, fairness, and responsibility for our environment, with positive reinforcement used to model and reward these behaviours consistently.

We inspire pupils by nurturing their curiosity, creativity, and love of learning, recognising their efforts and achievements to build confidence and resilience. Success is celebrated as the result of hard work, persistence, and collaboration, with mistakes reframed as opportunities for growth. Pupils are encouraged to set goals, and their determination is rewarded with verbal praise, dojos, praise postcards and badges during values assemblies to name a few.

Enjoyment is at the heart of learning at HLC, where pupils experience the joy of discovery through play, exploration, and creativity across their academic journey with us. Positive reinforcement, such as verbal praise, praise postcards home, and recognition in assemblies, helps sustain enthusiasm and intrinsic motivation while fostering a happy learning environment. All staff are committed to modelling and reinforcing our values throughout the day. By focusing on recognising and rewarding positive contributions, we create a culture where pupils feel empowered to succeed and motivated to embody our school values.

At HLC Primary, we believe that by fostering this culture of reward, every child will feel they **BELONG**, show **RESPECT**, be **INSPIRED**, achieve success, and find **ENJOYMENT** in their learning journey. Below are just some ways we reward positive contributions to the school and wider community:

- Positive engagement in class or involvement in extracurricular events.
- Content and presentation of learning
- Achieving 100% attendance.
- Demonstrating a ‘can do’ attitude throughout learning, demonstrating resilience
- Acting as an outstanding ambassador for HLC Primary, encompassing our school values
- Excellent conduct/behaviour, including breaktimes and lunchtimes
- Demonstrating the HLC Primary values throughout school and into the wider community
- Demonstrating the attributes of a Global Citizen.
- Fulfilling roles and responsibilities at whole school functions or events.
- Participating in fundraising or charity events.

Finally, HLC Primary is committed to recognising our students who have made significant improvements in their behaviour.

Across school we use ClassDojo as our ‘points’ reward system. All children across school can be rewarded with dojos which are linked to our values; **belong, respect, inspire, succeed and enjoy**. Adults will award children with +1 dojo when they have demonstrated a positive behaviour linked to the values. This can be in the classroom when learning, throughout school when moving round and during breaktimes and lunchtimes.

<u>Daily Rewards</u>	<u>Weekly Rewards</u>	<u>Termly Rewards</u>
<ul style="list-style-type: none"> <li>• +1 class dojo points linked to HLC values; belong, respect, inspire, succeed and enjoy.</li> <li>• Attendance dojos handed out on the school gates each morning for children arriving at school on time.</li> <li>• ‘Golden Tickets’ awarded to children at lunchtime when demonstrating the HLC values on the playground. These</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Values celebration assemblies held. Class teachers award children in their class with one of the values badges for consistently modelling it during the week.</li> <li>• ‘Hot Chocolate Friday’ session run for children who have achieved the most class dojos that week.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly celebrations with the headteacher for selected children from values assembly.</li> <li>• Golden circle – award presented to children who have gone above and beyond either across school or when taking part in extracurricular activities.</li> <li>• New Year 6 Champions awarded.</li> </ul>

equate to +1 dojo.		
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### **Hadley Learning Champions**

By the time children reach Year 6, they have the opportunity to be honoured as a ‘Hadley Learning Champion.’ This prestigious accolade is awarded to a select group of pupils who are carefully chosen by their class teachers, with contributions from staff across the school. These exceptional pupils embody our HLC Values, consistently strive for excellence, and serve as inspiring role models for younger peers.

### **Gold Circle Award**

The ‘Gold Circle Award’ is a prestigious accolade only awarded 3 times per year. Children can be nominated to receive the Gold Circle award for going above and beyond both in school and throughout the wider community. This award will be presented at the end of each term where children will receive a golden circle badge to wear on their uniform.

### **Dojo Points**

Dojo points can be awarded for a wide variety of other positive contributions to school and community life such as:

- Being punctual and prepared for school
- Demonstrating an understanding of the HLC behaviour curriculum
- Acting as a good role model
- Producing an outstanding piece of work
- Demonstrating outstanding effort and perseverance in their work
- Showing outstanding progress in their learning
- Volunteering and helping around school
- Being a good friend, supporting other children.
- Taking part in community activities
- Taking responsibility for jobs inside the classroom or at other times in the school day.
- Demonstrating the HLC values

Dojo points can be collected and spent at the whole school ‘Dojo Shop’, an area which is stocked with toys, games and other resources which children can buy to keep. Children can save their dojos to spend on termly experiences also, such as lunch with family members, swimming sessions, cinema experiences and more.

### **Hot Chocolate Friday**

The child/children who receives the most points during the week from each class is rewarded by receiving an invitation to have a ‘hot chocolate Friday’ with a member of staff on a Friday afternoon. While we aim to be a healthy school and promote healthy eating, we recognise that treats such as hot chocolate/milkshakes are acceptable if these are occasional.

### **Attendance**

As a school, we continually promote good attendance and punctuality. As part of this, each class has the opportunity to earn £1 a day when they have full attendance, and every member of the class is on time. When the class have accrued 10 full days with 100% attendance and punctuality, they can apply for a £10 ‘cheque’, which they may spend as a class on a treat, democratically voted for by themselves. They can choose whether to save this up for a termly treat or for something bigger at the end of the academic year.

Additionally, the class achieving the highest level of attendance on a weekly basis is celebrated in assembly. Their teacher is awarded as the ‘King’ or ‘Queen’ of attendance for the week, receiving a crown and cloak. The children earn an additional playtime for the whole class, and they keep the Attendance Cup/Be Here Bear for a week. Children with 100% attendance receive a certificate at the end of each term and are congratulated in assembly. Children with 100% attendance for the academic year are awarded with a prize.

### Values Celebration Assembly

Each Friday, a EY and KS1 / KS2 values assembly is held. This assembly is a time for children across the school to be celebrated and awarded with values badges for their efforts across the week. Each class awarded a pupil/pupil with a badge linked to the values. Children keep the badges and wear them on their uniform with pride.

### Golden Tickets

Behaviour at lunchtimes is supported through a separate golden ticket system which can be added to their Dojo points in class. Children who are playing well together or helpful to staff are given a golden ticket which can be exchanged for 1 dojo.

## Maintaining the academy environment to meet our expectations.

HLC have developed a proactive approach to behaviour management across school. We recognise that the main factors to achieving this is forming strong positive relationships grounded in mutual respect, and to have consistently high expectations and solid routines in place. This ensure that there are no 'grey' areas and positive habits can be formed.

All school staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, school rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student's unacceptable behaviour occurs outside of the school (section 90 and 91 of the Education and Inspections Act 2006). HLC Primary expects the children to uphold the school values beyond the school gate. This means ensuring they are demonstrating respectful behaviours throughout the community. School will support the community in dealing with any negative behaviours which may occur outside of school. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The purpose of the consequences is to demonstrate that unacceptable behaviour is not accepted, deter other students from similar behaviour and most importantly, to uphold the vision for behaviour conduct/culture across the school.

To uphold our intent for behaviours, it is important for us to understand that the school deems as unacceptable behaviour is that which insults, abuses, intimidates or injures any member of the school or local community; or which disrupts the learning of individuals; or which damages the reputation of the school within the wider community; or which results in damage to the school or community environment. The school has a duty to report crime or criminal activity to the police.

### Systems for dealing with negative behaviour

In the first instance, Incidents of poor behaviour are dealt with by the class teacher. With further support from the wider team (pastoral / SLT) when needed. We recognise that the class teacher has the best relationship with the child/children, and it is vital that they are involved to maintain strong and respectful relationships over time.

<b>Expected in class proactive behaviour management strategies</b>	
<b>Potential behaviours</b>	<b>Expected staff approaches:</b>
<ul style="list-style-type: none"><li>• Off task behaviour in lessons</li><li>• Negatively affecting others learning.</li><li>• Low level negatively affecting the teachers right to teach.</li></ul> <p><b>Note: Teacher to be aware of SEND and additional needs as identified in student plans</b></p>	<ul style="list-style-type: none"><li>• Lessons that are planned to support the learning of all children in the classroom. Adaptations and scaffolds used to support.</li><li>• Seating plans that allow maximum engagement and minimum distraction (children to be sat in mixed ability flexible groupings)</li><li>• Have clear routines embedded within the classroom.</li><li>• Establish and maintain high expectations through verbal and non-verbal cues and reminders.</li><li>• Teach the behaviour expected in school and within the classroom, and consistently model this.</li><li>• Front load behaviour management</li><li>• Regularly rehearse and refine routines.</li></ul>

	<ul style="list-style-type: none"> <li>• Signal, pause, insist (<i>Silent hand up signal</i>)</li> <li>• Use non-verbal strategies to re-focus students.</li> </ul> <p>Pedagogical approaches that support interaction, sustains attention, and motivates students because they are experiencing success including:</p> <ul style="list-style-type: none"> <li>• Clear instructional, explanation and modelling.</li> <li>• Checking for understanding – use of mini-whiteboards, think, pair share and cold calling.</li> </ul>
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We have a whole school restorative approach to managing behaviour. We have categorised poor behaviour into low level and high level, which have clear consequences. All staff and pupils follow a set model to ensure consistency and fairness across school.

### Systems for dealing with negative behaviour

#### Low level behaviours (*disruption in class, refusal*)

If a child does not follow the class/school's expectations they will be given a verbal warning, these link to our school values. This warning will clearly explain what their behaviour is and how it is affecting the other learners in the class. They will be informed of the next step if it continues. If the behaviour continues, they are given another warning. On the third warning the child will be sent to another classroom for five minutes to complete their work. If this fails, the PSM will be called to support. On returning to the class, the teacher will have a restorative conversation with the child and give praise when the child demonstrates the correct behaviours.

#### Behaviour Reports

If a pattern of behaviour is observed, the class teacher, behaviour lead, parent/carer and child will work together to create a behaviour report. The report consists of up to 3 measurable targets linked to one or more of the school values. This will be shared with staff in the teaching team to ensure consistency in support. The child will report to a member of the SLT team at 3 different points across the day to discuss their behaviour. A meeting will be held with the stakeholders involved at the end of the week. At this point, it will be decided if the report should end or continue for another week.

Low Level Behaviour		
Potential behaviours	Expected staff approaches:	
(Please note: This is not an exhaustive list) <ul style="list-style-type: none"> <li>• Off task behaviour in lessons</li> <li>• Answering back / lack of respect to staff member</li> <li>• Incorrect uniform</li> <li>• Missed homework/deadline</li> <li>• Overheard swearing</li> <li>• Not being respectful in communal areas</li> <li>• Disruption in lessons</li> <li>• Refusal to follow instructions</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs.</b></p>	<ul style="list-style-type: none"> <li>• First warning, seconding warning, third warning and removal from classroom into another class.</li> <li>• Consider the environment when addressing student, potentially extract for privacy.</li> <li>• Private, calm conversation</li> <li>• Identification of issues that caused negative behaviour.</li> <li>• Provide recommendations for students on how to resolve the issue.</li> <li>• Employ low stage teaching strategies – seat change etc...</li> </ul>	
<b>Language to be used:</b>		
<b>Warning 1</b> <i>"Name I can see you're finding it hard to focus. In our school we 'insert value' by listening carefully. Can you stop the shouting out to show me you understand our values. Thank you for making the right choice"</i>	<b>Warning 2</b> <i>"Name I have reminded you of our expectations but you're still disrupting others learning. If this continues, you'll need to spend some time in another class to refocus. This is your chance to make the right choice"</i>	<b>Warning 3</b> <i>"Name despite 2 warnings, your behaviour choices continue to impact on your education and others. As agreed you will now spend time next door to refocus. This is a time for you to reflect, and we will have a conversation so</i>

Constant referral back to academy expectations and values		we can work together to help you succeed”
<b>Escalation process – what happens next if behaviour continues?</b>		
<ol style="list-style-type: none"> <li>1. Student spends 5 minutes in an alternative classroom with their learning. The class teacher has a restorative conversation with them to restore relationships before returning to class.</li> <li>2. If the behaviour continues in class, the class teacher will call for a member of the behaviour team for support. The child stays in class where possible, to continue to access learning.</li> <li>3. If the behaviour continues following both of the above, children will be asked to complete their learning with a member of SLT and attend a reflection session during their lunchtime.</li> </ol>		
<b>Staff Follow Up Responsibility</b>		
<ul style="list-style-type: none"> <li>• Staff to have a restorative conversation with the pupil before returning to class. If this is not possible, the conversation is to happen at the next breaktime.</li> <li>• Staff to ensure incidents are logged on Bromcom.</li> </ul>		

**High Level behaviour** (*dangerous refusal, physical events and racist incidents*)

If a child behaves in a way that they or others are not safe, a senior member of staff will be called immediately to support and de-escalate the event. The child/children will attend a Reflection session during their lunchtime with a member of the SLT team. As above, if a pattern of behaviour is observed, the class teacher, behaviour lead, parent/carer and child will work together to create a behaviour report. The report consists of up to 3 measurable targets linked to one or more of the school values. This will be shared with staff in the teaching team to ensure consistency in support. The child will report to a member of the SLT team at 3 different points across the day to discuss their behaviour. A meeting will be held with the stakeholders involved at the end of the week. At this point, it will be decided if the report should end or continue for another week.

High Level Behaviour		
Potential behaviours	Expected staff approaches:	
(Please note: This is not an exhaustive list) <ul style="list-style-type: none"> <li>• Damage to property.</li> <li>• Bullying, including cyberbullying (persistent or serious incident)</li> <li>• Discriminatory behaviour, including homophobic, racist or sexist remark.</li> <li>• Verbal/physical aggression towards staff or any form of intimidating behaviour.</li> <li>• Fighting or inciting violence.</li> <li>• Physical Abuse to another student</li> <li>• Dangerous or unsafe behaviour.</li> <li>• Possession of a weapon.</li> <li>• Theft.</li> <li>• Sexually inappropriate behaviour.</li> <li>• Inappropriate use of digital devices. (for material that is age inappropriate or illegal)</li> <li>• Persistent violation of school rules.</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs.</b></p>	<ul style="list-style-type: none"> <li>• Call to SLT / behaviour team to report / call for support.</li> <li>• SLT / behaviour team to investigate the incident.</li> <li>• SLT to allocate a relevant sanction i.e. reflection, parent meeting, behaviour report etc.</li> <li>• Child to attend reflection at the earliest opportunity.</li> </ul>	
<b>Investigation methods:</b>		
<b>Option 1</b> Discussions with staff and pupils. <i>Possible immediate outcome.</i>  <i>Feedback to teacher / parents same working day.</i>	<b>Option 2</b> Formal witness statements needed. Discussion with SLT regarding outcomes and sanctions. <i>Feedback to teacher / parents same working day.</i>	<b>Option 3</b> Formal investigation required Support from Headteacher.

<b>Escalation process – what happens next if behaviour continues?</b>
<ol style="list-style-type: none"> <li>1. Use of SLT for internal isolation (parents informed)</li> <li>2. Behaviour interventions provided – via pastoral team (parents informed)</li> <li>3. Behaviour report for patterns of behaviour identified (parents informed)</li> <li>4. Parents contacted for behaviour meeting.</li> <li>5. Following a continuing of behaviour with no impact from the above, suspension – discussion with Headteacher and parents.</li> </ol>
<b>Staff Follow Up Responsibility</b>
<ul style="list-style-type: none"> <li>• SLT / pastoral behaviour team to feedback to class teacher within the same working day on final outcome and consequences. Followed up by and email.</li> </ul>

To support the Reflection system, it is the responsibility of the class teacher to ensure that the SLT on duty is informed of who will be attending the Reflection session before that lunchtime and the reason for this. It is the responsibility of the class teacher to ensure the pupil attends the session.

Class teachers have the responsibility to ensure that all negative incidents are logged on Bromcom using the ABC format. Parents and carers will be contacted by either the class teacher or a member of the pastoral team.

### **Behaviour Meetings**

If a student's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal meeting. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be made aware that there are further sanctions available to the school.

### **Restorative conversations.**

Time will be given for the class teacher/adult to have a restorative conversation with the child. This will be done privately and then the child will return to their learning as quickly as possible.

**Corporal punishment should not be used or threatened by anyone working on the premises.**

### **Suspensions**

The school is committed to reducing suspensions. On the rare occasion that a suspension is deemed as the most appropriate action the Headteacher will follow Local Authority procedures. The duration of the suspension is at the discretion of the Head Teacher.

The Headteacher will invite the parent/carer in for a reintegration meeting following any suspension. Children returning from a suspension are to be placed on a **Support Plan/Home school agreement**, which is monitored by the lead member of SLT.

### **Alternatives to Permanent Exclusion**

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Headteacher may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority **Fair Access Panel**. Key aspects of this process are detailed below:

- Timed intervention and support from the LA Linden Centre
- Temporary Managed Move
- 6-week Managed Move

### **Child-on-child abuse (Bullying)**

Child-on-child (bullying) is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Child-on-child (bullying) is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child-on-child (bullying) can include:

Type of abuse	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, hair pulling, shaking, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Upskirting. Online sexual harassment
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Child-on-child abuse**

**All** staff are aware that children can abuse other children we refer to this as child-on-child abuse. This can happen inside or outside of our setting and online. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to a DSL.

**All** staff are expected to challenge inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

**All** staff will be trained in our school policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, its senior leadership team, staff, children, and parents about this issue.
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum.
- engaging parents on these issues.
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise pupil mental health, and by providing in-school counselling and therapy to address underlying mental health needs.

- working with governors, senior leadership team, and all staff, children and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
- creating conditions in which our children can aspire to, and realise, safe and healthy relationships fostering a whole school culture;
- responding to cases of child-on-child abuse promptly and appropriately.
- ensure that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify children who may be in need of additional support.

We will actively engage with TWSP in relation to peer child-on-child abuse, and work closely with, for example, children's social care, the police and other schools. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL's will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers.
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

### **Procedures**

Within the curriculum, child-on-child abuse will be dealt with in Personal, Social and Health Education, but may also be covered in other subjects, eg English and ICT.

In non-curriculum areas staff constantly supervise pupils and the respective members of staff will deal with issues involving any child-on-child abuse. This process of 100% supervision of pupils greatly reduces pupils' opportunities to either be a perpetrator or to be a victim.

1. All child-on-child abuse /bullying incidents will be reported by all staff.
2. The abusive / bullying behaviour or threats of abuse/bullying will be investigated and dealt with appropriately.
3. At the discretion of the Head Teacher parents will be informed and may be asked to come to a meeting to discuss the problem.
4. Children who represent the school in events and attend after school clubs will have such honours removed if behaviour continues to be a problem.

### **The role of the headteacher:**

It is the responsibility of the headteacher to implement the school strategy, and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of child-on-child abuse.

The headteacher ensures that all children know that inappropriate behaviour is wrong, and that it is unacceptable in this school. The headteacher draws the attention of children to this fact at suitable moments e.g assemblies. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of inappropriate behaviours. The headteacher sets the school climate of mutual support

and praise for success, so making child-on-child abuse less likely. When children feel they are important and belong to a friendly and welcoming school, child-on-child abuse is far less likely to be part of their behaviour.

#### **The role of staff:**

All the staff in our school take all forms of child-on-child abuse seriously and seek to prevent it from taking place. The staff will act in relation to child-on-child abuse that may include:

- Adaptation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Acting against acute incidents ranging from verbal reprimand to exclusion.
- Recording incidents on Bromcom as soon as possible. If a pattern becomes established, then further action will be taken.
- Informing a member of the SLT of any serious incident as soon as possible and making the individual's class teacher aware of the situation
- Making all pupils aware of the school's position on child-on-child abuse and on bystanders to any incidents.

#### **The role of parents:**

Parents who are concerned that their child might be being abused, or who suspect that their child may be the perpetrator of child-on-child abuse, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership Team. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

#### **The role of pupils:**

Pupils are encouraged to tell anybody they trust if they are being hurt, and if the behaviours continue, they must keep on letting people know.

<p><b>We do ask parents to support our systems so that we work in partnership to ensure the very best for our children.</b></p>
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## **Other Key Issues**

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Mobile Phones**

Children are only allowed to bring their mobile phone into school when their parents/carers wish them to have them at the end of school to contact them. Parents/carers must make these arrangements with school. Phones must be handed in at the beginning of the day. When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues.

Children may not bring any other forms of technology into school, including smart watches

### **Dress Code**

- Children should be in full school uniform at all times (see below)
- No trainers to be worn around the building other than for PE
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish/false nails are not permitted.

- Body piercing and body decoration is not permitted.
- 1 pair of stud earrings and a watch are permissible.

### **Social Media**

Posting malicious or inappropriate content of school staff on social media will be taken seriously. This also includes any comments on social media which bring the school to disrepute.

### **High Caffeine Drinks/Energy drinks**

These are not permissible in school.

### **Smoking/Vaping**

Any items discovered will immediately be confiscated and parents informed. Further action may be taken where required. This is at the discretion of the headteacher.

### **Offensive Weapons**

Under no circumstances are children allowed to bring any form of weapon into school. Children who do so face permanent exclusion.

### **Drugs/Alcohol**

Under no circumstances are children allowed to bring any form of drugs or alcohol into school – except for prescribed medication which must be handed into the admin staff, or Qualified First Aider. Children who do so risk permanent exclusion.

### **Searching and confiscation**

On the very rare occasion when we may need to, the headteacher, and staff they authorise, have the right to search children, with consent, for any item which is banned by the school rules. We follow the DfE Guidelines 2023. Screening, searching and confiscation in schools.

Banned items include:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes or vapes, fireworks, pornographic images.

Illegal drugs, weapons and stolen objects will be handed directly to the police.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The member of staff conducting the search must be of the same gender as the child/children and there must always be a witness present. A DSL will be present to support where needed. Reasonable force may be used by the person carrying out the search if they feel that there is risk of harm to the child or others.

School is not required to inform parents/carers before a search takes place or to seek their consent to search a child. Parents/carers will be informed where alcohol, illegal drugs or potentially harmful substances are found and asked immediately in to school. If there are any complaints regarding searching they are dealt with through our complaints procedure which is accessible on our website.

### **Use of Reasonable Force**

Identified staff members are trained in managing actual and potential aggression with the aim of minimising the need to hold a child. Staff have the authority to use reasonable force to prevent children committing an offence, injuring themselves or others or causing major damage to property.

Members of staff are trained how to use physical intervention with a child where needed always with the aim of preventing harm and holding a child for the minimum time possible.

Any incidents of when physical intervention is used by staff with children is recorded in the 'Bound and Numbered' book and parents notified on the same day.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property, eg doors, walls and large ICT equipment

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

### Main School Uniform

Grey or black trousers  
White polo shirt\*  
Royal blue crewneck sweatshirt or cardigan\*  
Sensible, comfortable in all weather and practical flat black shoes.  
Grey pinafore, skirt or culottes (knee length)  
Plain black or white socks to be worn if wearing a dress or skirt without tights  
Grey tights  
A plain black, navy or white headscarf may be worn for religious reasons.  
A royal blue book bag\*

### Summer adaptations

Grey or black school shorts (not cycling shorts)  
Blue and white checkered summer dress (knee length)  
Grey or black trousers/leggings may be worn underneath summer dresses for religious reasons.

### PE Kit

***For health and hygiene reasons, children must bring a change of clothes and footwear for P.E.***

***PE Kit must match the uniform description below. Football shirts and other coloured sportswear are not permitted.***

Royal blue t-shirt\*  
Royal blue shorts\*  
Trainers or pumps (for hygiene reasons, it is important that children bring a change of footwear for their PE lessons).  
Navy blue or black joggers and a sweatshirt may be worn during the colder months.  
A drawstring bag to store PE kits in.

\*Uniform can be purchased from Baker and Son in Wellington or online through MyClothing. Uniform which does not include the school logo, such as alternative white polo shirts and PE t-shirts or shorts can be purchased from supermarkets such as ASDA, Morrisons, Tesco and Sainsburys at a lower price.

Pupils should bring a coat to school each day, apart from during the hotter weather. Hats, scarves and gloves should not be worn inside the school buildings. Sun hats or caps should be worn outside during the hotter summer months.

**Items on the following list are not permitted as part of the HLC Primary school uniform:**

Jewellery – bracelets, necklaces etc. ***A sensible wristwatch may be worn, they must not be smart watches capable of connecting to mobile devices.***

***Earrings must be small studs***

Body piercings ( I have moved this down the list)

Badges or wristbands except for the following: *HLC Values badges, a birthday badge on your birthday, a Poppy for the 2 weeks prior to Remembrance Day in November.*

Bright dyed hair or excessive hair accessories

Razor markings in the hair or on eyebrows

Nail varnish or false nails – *children will be asked to remove nail varnish in school. Parents will be informed.*

Make up – *children will be asked to remove this in school. Parents will be informed*

## Attendance

We expect our children to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school, then please telephone us and leave a message by 9.00 a.m. The Educational Welfare Officer (EWO) is always available to support parents and families. If there is a long-term medical problem, then a letter from your doctor is required.

### **Punctuality**

We expect children to be in school on time. Children need to be in school between 8.25-8.35 am. It is important that children are in school promptly to start lessons as there are morning activities which are key to their learning.

### **Signing in and out of school**

When the school gates are locked children should be collected from the Community Reception area. We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours. Children leaving HLC campus for any reason must be collected by a parent.

### **Absence from school during term-time**

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

### **Modified Timetables**

The Headteacher must approve the use of a modified timetable. The decision making process will be linked specifically to the individual case.

All children on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by SLT/SENDco and must be signed by the Headteacher and parents before being submitted to the relevant officers.