

The Hayes Primary School Behaviour and Relationship Policy

Date Agreed: September 2026

Reviewed: Every 2 years

Policy statement

The happiness, safety and wellbeing of our pupils underpins everything that we do. In order to ensure this, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning whereby staff, parents/carers, visitors and children are expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy is heavily based on establishing positive, respectful relationships and guides staff to teach children self-discipline rather than blind compliance. It echoes our core values with a heavy emphasis on being respectful to other people, property and the environment. This policy promotes a partnership approach to promoting positive behaviours and managing poor conduct through effective interventions that support staff and children.

Aim of the policy

• To create a culture of exceptionally good behaviour.
• To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
• To ensure consistency in terms of agreed strategies for managing behaviours.
• To ensure the language used by staff in relation to children is always respectful and not judgemental e.g., not aggressive or attention seeking behaviour but a child who is dysregulated
• To ensure that all learners are treated fairly, shown respect and experience positive relationships.
• To ensure that children are not given positive attention or importance for poor conduct and to ensure that any consequences given are logical and proportionate.
• To help children take control over their behaviour and be responsible for the consequences of it.
• To ensure that excellent behaviour is a minimum expectation for all.

School Rules

The Hayes Primary School have 3 simple and memorable school rules: **READY, RESPECTFUL AND SAFE**, which can be applied to anybody, in a variety of situations, are easy to remember and taught explicitly.

Through these rules we aim to promote visible consistency and visible kindness which will allow exceptional behaviour to flourish.

At the start of each school year, each class will have a taught session, led by staff, about what these rules mean (at an age-appropriate level) in their classrooms and will have regular reminders throughout the school year of expectations in lessons and in assemblies. Below are some examples of what being ready, respectful and safe *might* look like.

Ready	Paying attention in lessons and listening to adults and peers. Sitting comfortably, facing the speaker, listening and thinking. Following instructions immediately. No timewasting – being ready to start a task straight away. Keeping hands and feet in own spaces.

	Being organised, bringing the correct equipment/resources to school. Putting in 100% effort.
Respectful	Being polite to everyone Taking turns to speak and listen Considering how other people feel - being kind Taking care of the school and its equipment Playing co-operatively and sharing Valuing each other's work and contributions Telling the truth and listening to other people's perspectives Accepting a solution or consequence without arguing. Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair. Not causing harm to others physically or emotionally.
Safe	Using kind words that make others feel safe Gentle hands, gentle feet Sensible walking when moving around the school Following adult instructions, the first time Staying in the classroom/playground as guided by adults Using equipment gently and as intended to avoid damage or harm Reporting any damage noticed around the school to a member of staff Taking responsibility for their own behaviour and planning how to repair when things have gone wrong

We acknowledge that some children will have specific requirements and may require a personalised or adapted behaviour plan to accommodate their needs (see further detail below).

Roles and Responsibilities.

All members of our community share responsibility for supporting positive behaviours. Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly (unless this causes upset/embarrassment) and, as much as possible, reminded in private. Every member of staff at The Hayes Primary School is expected to deliberately and persistently notice children doing the right thing, and praise them for it. This applies to all members of staff including senior leaders, the site manager, the kitchen team, the office staff, the teachers and the support staff and in all locations including the classroom, the lunch hall, corridors, the playground, on trips.

All staff

- Meet and greet the children on the playground or at the classroom the door. Ensure the environment is warm and welcoming.
- Use positive noticing regularly to recognise children doing the right thing.
- Refer to 'Ready, Respectful, Safe' when responding to both positive and negative behaviours.
- Model positive behaviours and build relationships through their own interactions.
- Plan lessons that engage, challenge and meet the needs of all learners to minimise disengagement.
- Use visible recognition mechanisms throughout every lesson (non-verbal, verbal or written praise e.g., positive notes).
- avoid public humiliation through 'naming and shaming' (reminders given in private as far as possible)
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly. **All children are all staff's responsibility**.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

They will:

•Meet and greet learners from within their department at the beginning of the day if they see them.
•Be a visible presence in the department to encourage appropriate conduct
•Support staff in returning children to learning as required by sitting in on or supporting staff with restorative/reflective conversations.
•Regularly celebrate staff and learners whose efforts go above and beyond expectations
•Encourage use of Positive Notes within their teams
•Ensure staff training needs are identified and targeted in relation to behaviours.

Senior leaders

Senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children (It may not always be possible to deal with behaviour incidents together if the teacher is teaching the remainder of the class, but this is preferable to show a united front and to support staff authority)

They will:

•Meet and greet learners at the beginning of the day at the school gates
•Be a visible presence around the site and especially at transition times
•Reinforce behaviour rules and expectations in assemblies
•Celebrate staff, leaders and children whose effort goes above and beyond expectations through assemblies or positive notes home
•Regularly share good practice through modelling positive behaviours themselves.
•Support middle leaders in managing learners with more complex or entrenched negative behaviours
•Use behaviour data to target and assess school wide behaviour policy and practice
•Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our behaviour expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Examples of praise/rewards that staff may use include:

- Positive noticing (verbal) and positive notes (written) not just for high achievers but also for acknowledgement of effort, improvement and adherence to the school rules/values.
- Children can be nominated for the excellence certificate in Friday's achievement assemblies for acknowledgement at a whole school event.
- Teachers may use a whole class reward system such as marbles in a jar to foster team work and collective effort towards a goal. This encourages peer encouragement and fosters a sense of community and belonging.
- Systems that involve publicly attributing points to individuals should be avoided as this is likely to draw attention to not only those achieving most highly but those with very few points too.

Responding to undesirable behaviours.

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it may be necessary to speak with a child about their behaviour using the steps below or to issue a logical consequence. (*Logical consequences are those that are reasonable and proportionate to the negative behaviour e.g., if a child makes a mess on purpose, they clear it up. If they waste time in lessons, they make up this time at break time - capped at 10 mins*). When dealing with negative behaviours staff should be non-emotional, discrete and mindful of the child's dignity. In order to ensure a consistent approach, we use the steps below which focus on redirecting any negative behaviour back to the learning taking place.

The steps below should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. *Leaping or accelerating steps for repeated low-level disruption is not encouraged.*

Step 1: The Reminder.
A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step 2: The Caution.
A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Step 3: The Time-out
The learner is asked to speak to the teacher away from others and boundaries are reset. The learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning and they are given a final opportunity to reengage with the learning / follow instructions. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of the leadership team will escort the learner to a workspace outside the teaching room. This may be another class or in the office.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Staff are encouraged to be 'curious not furious' and are expected to regulate their own emotions, body language and tone of voice before speaking with the child. If they feel unable to do this for any reason, they should call upon a colleague for support.

If there is a problem between 2 children, a restorative conversation may need to take place. This could be at break time to minimise disruption to the lesson.

Sample questions/responses that staff may use when dealing with a child that is dysregulated have been scripted to give support and provide consistency and include the following:

Step…	What might be said…
Start with **CURIOSITY**	Are you OK? What has happened to you?
Accept where we are/ **WHY** is the conversation needed?	I have noticed that… I have asked to speak to you because…
Signal **WHERE** you are going?	I want to get you back to your learning as soon as possible. It is important that you do not miss out on that. In order for that to happen you need to…
Reset **EXPECTATIONS**	I know that you can behave beautifully. Do you remember when I praised you yesterday for your respectful behaviours, that is what I need to see again from you and I know you are capable of this.
Offer **HELP** – What do you need from me?	Is there anything you need from to help make sure this doesn't happen again?
Plan to reintegrate in a **CALM** way…	Well done for making the right choice. I am sure we can turn this around; Let's go back into class together. I will get your book for you.

How does the school respond to serious negative behaviour?

There is some behaviour which by-passes stepped boundaries because it is sufficiently serious. This behaviour will be managed with no warnings or stepped boundaries, and senior leaders should be informed straight away. This behaviour includes:

- bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics*
- swearing or obscene language
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- Persistent refusal to follow reasonable instructions after support and redirection
- arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions when the stepped boundary system has been followed. For example, refusing to have time-out or go with a member of staff to have a repair talk.

**Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.*

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits negative behaviour to determine whether they have any underlying needs that are not currently being met

Behaviour incidents involving sexual harassment, sexual violence, harmful sexual behaviour or child-on-child abuse will be managed in accordance with the school's safeguarding and child protection policy.

Reasonable force

Staff may use reasonable force, where lawful and necessary, to prevent a pupil from hurting themselves or others, damaging property, or causing serious disruption. Any use of force will be proportionate, reasonable and recorded appropriately.

Restrictive Interventions

The school's approach is to minimise the need for restrictive interventions through positive relationships, reasonable adjustments, de-escalation and preventative strategies. Restrictive interventions will only ever be used as a last resort where necessary and proportionate to:

prevent injury to the pupil or others;
prevent serious damage to property;
prevent criminal offences; or
prevent serious disruption to good order and discipline.
Any intervention will use the least restrictive option for the shortest possible time.

The school prohibits any intervention that restricts breathing, obstructs the airway, applies pressure to the neck, chest or abdomen, or intentionally causes pain. Restrictive interventions on the ground will be avoided wherever possible and ended as quickly as safely possible.

Staff who may be required to use restrictive interventions will receive appropriate training and guidance. Where pupils are identified as presenting a foreseeable risk requiring physical intervention, individual risk assessments and support plans will be developed where appropriate. That said, in an emergency situation, any staff may use reasonable force to ensure a child's safety.

Recording and Reporting

Any significant incident involving the use of force, restraint or seclusion will be recorded as soon as reasonably practicable in line with statutory requirements.

Records will include:

- the pupils involved;
- the reason for the intervention;
- the type of intervention used;
- duration;
- injuries sustained, if any;
- de-escalation strategies attempted beforehand;
- follow-up actions.

Parents will be informed of significant incidents involving restrictive interventions in accordance with current statutory guidance.

Leaders and governors will review restrictive intervention data regularly to identify patterns, evaluate practice and ensure the continued reduction of restrictive interventions wherever possible.

Removal from Class

On occasions where a pupil's behaviour is serious or is significantly disrupting the learning, safety or wellbeing of others, a temporary removal from the classroom may be used. This is intended to provide an opportunity for the pupil to regulate, reflect and receive appropriate support before returning successfully to learning. Removal from class is not a suspension and will be used proportionately, taking into account the individual needs and circumstances of the pupil.

Seclusion

The school does not use seclusion as a disciplinary consequence. Seclusion may only ever be used as a safety measure where a pupil is experiencing severe emotional or behavioural dysregulation and there is an immediate risk of harm. Any pupil who is secluded will be continuously supervised and allowed to leave as soon as the risk of harm has reduced. Any incident of seclusion will be recorded and reported in line with statutory requirements.

Suspensions and Permanent Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the headteachers may decide that a formal process should be activated to withdraw a child from:

- specific school activities or trips where participation is judged to present a safety risk to themselves or others
- the school temporarily (a suspension)
- the school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the headteacher, or the deputy headteacher in their absence. We aim to include children in every school activity, to make all reasonable adjustments to do so. However, on rare occasions, the headteacher may judge a child's pattern of behaviour to be unsafe during specific school activities such as team sports or residential trips, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents and carers. The headteacher reserves the right to decide when it may be necessary to withdraw a child from a school activity or trip, if we feel the risk to the child and others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for these decisions to parents and carers, and the child where and when appropriate.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted;
- to signal to all involved the severity of the incident;
- to signal that the child's current behaviour puts them at risk of exclusion;
- to give everyone involved time to think, reflect and gain perspective on what happened;
- to give the school time to improve their plan of support for the child; and
- to act as a 'reset' so that we can work together to improve behaviour afterwards.

Suspensions will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or exclusion in and of itself. Some examples of this are:

• Physical assault against another child or an adult
• Verbal abuse or threatening behaviour against another child or an adult
• Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
• Bullying
• Racist abuse
• Abuse against sexual orientation or gender
• Abuse relating to disability
• An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the exclusion will be explained, provision for the child's education will be arranged starting the next school day, and the parents, carers and child will be invited to a reintegration meeting, where criteria will be set down between the headteacher, parent/carer and children in order that they can return to school successfully.

Permanent exclusions are a last resort, and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of the decision-making progress, balanced with the duty of care to other children and members of staff.

Any type of exclusion is made known to our Governors (we will inform the Chair of Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Before and during the process of exclusion, support and advice from Croydon's Inclusion Team and / or Behaviour Support Team may be sought. Parents have the right to appeal against an exclusion.

Reporting undesirable behaviours

Negative behaviour incidents should be logged on Arbor. In doing so, the language used by staff should be to the point and factual. Reports should include actions taken and any consequences issued. We do not use emotionally loaded or judgemental words (e.g. disgusting or terrible) and reports must be specific, not vague (we do not use words like 'attacked' instead we say specifically what happened e.g. _____ pinched him on the arm.) Reports are factual, fair and respectful. The report should be logged by the person who witnessed or managed the behaviour as soon as practically possible. These logs are important as they allow us to see patterns of behaviour so that child on child abuse can be identified and support can be implemented as necessary. If this becomes a concern, it will be logged on CPOMS.

The school reserves the right to search, screen and confiscate items in accordance with DfE guidance and statutory powers.

Mobile phones

To support a calm and focused learning environment, pupils should not use mobile phones, smart watches or other personal electronic devices during the school day. Any device brought to school must be switched off and handed to the class teacher (year 6) or the school office (year 5). Inappropriate use of technology, including cyberbullying, taking photographs or recordings without permission, or accessing unsuitable content, will be dealt with in line with this Behaviour Policy and, where appropriate, the school's Safeguarding and Child Protection Policy.

Children who need more support to be ready, respectful and safe

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. The Hayes is an

inclusive school and we are all the richer for our diverse children. Different children find different aspects of school a challenge. Some children will need adaptations of what 'Ready, Respectful and Safe' looks like. For example, a child may not be able to maintain eye-contact, but could show they are ready by having a whiteboard and pen in their hands. They may therefore have simple adaptations, or Personalised Behaviour Plan, no less rigorous than our rules, enabling them to be successfully ready, respectful and safe. If necessary, plans may be developed by class teachers in collaboration with the Inclusion team and shared with families and the child. They may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour (ABC tracking), and strategies that help the child to succeed. Examples of adjustments we make at our school for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement breaks. Our ELSA (Emotional Learning Support Assistant) and Mental Health First Aiders are available to support children throughout the school with their wellbeing and emotional regulation. Some children may receive additional support at playtimes or work to a partially alternative timetable We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families using our 'best endeavours' (Children and Families Act 2014) to:
- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their starting points academically, socially, emotionally and behaviourally

Behaviour beyond the School Gate
The Hayes is committed to ensuring our children act as positive ambassadors for themselves and for our school and, crucially, the same behaviour expectations for children on the school premises apply to off-site behaviour. Our policy covers any negative behaviour when children are: taking part in a school-organised or school-related activity, travelling to or from school, wearing school T-shirts for team events, identifiable as a child from our school, posing a threat to another child or member of the public, or likely to adversely affect the school's reputation.

We therefore expect the following:
● Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
● Positive behaviour which fosters good relationships with other children, staff, volunteers or members of the public, and which does not threaten their health, safety or welfare

Members of the senior leadership team reserve the right to notify the police if these expectations are seriously breached. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

We hold school staff to the same high standards and outline this in the staff code of conduct